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ABSTRACT

Intended for planning and improving after-school programs for 10- to 15-year-olds, this guide offers ideas about programs, administration, fund raising, public relations, inservice training, facilities, program evaluation, and staffing. Section 1 is composed of 14 program descriptions, including individual cover sheets summarizing facts and figures, items of special interest, and a checklist of activities. Section 2 describes 10 additional programs and provides the name of the contact person, a synopsis of the program's mission, and a checklist of activities. Appended are a form used as protocol for site observation and indices of programs by name, geographic location, sponsoring agency, funding agency, program site, and activities offered. (BJD)

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University of North Carolina at Chapel Hill

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Preface

With support from the Lilly Endowment, the Center for Early Adolescence has worked since 1981 to identify and document high-quality after-school programs that effectively respond to the key developmental needs of 10- to 15-year-olds. During this time, the Center's "Lilly Team" developed a framework for judging a program's effectiveness and visited 50 programs scattered across the United States. Of these 50 programs, 24 were selected to be described in this book. Joan Lipsitz and Leah Lefstein are the primary authors of the program descriptions, with substantive criticism and editing provided by Gayle Dorman and Anne Richardson.

The Center's work on behalf of after-school services for young adolescents does not end with the publication of this volume. We are currently incorporating the experience and information we have gained into a training curriculum for planners of youth programs. And, through advocacy and information dissemination, we will continue our efforts to increase people's awareness of the important developmental needs of young adolescents and how those needs can be met during the out-of-school hours.

Finally, the Center wishes to acknowledge the following people, without whose support and guidance *3:00 to 6:00 P.M.: Programs for Young Adolescents* could not have been completed:

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not devastating if there are some disappointments. Young adolescents need to know that what they do is valued by others. . . . Without the opportunity to show what they can do, young people are left only with evidence of what they cannot do—and their already fragile self-esteem needs no reminders of incompetence.

(7) *Structure and clear limits.* Young adolescents live in a society of rules, and they want to know and understand their own limits within that system. Clear expectations are important to everyone who wants to behave responsibly, but they are crucial to unsure, self-critical young adolescents. Their search for security in a world of conflicting demands is helped by explicit boundaries that define the areas in which they may legitimately seek freedom to explore. They see a family, school, or community that has clearly defined expectations and fair rules as one that cares. They differ from younger children, though, in that their newly developing world view, their perception of themselves in relation to others, makes them more capable of participating with adults in framing their own rules and limits. Thus it is important that they have an appropriate role in discussing and forming the rules that they are expected to live by.*

The programs described in this catalogue have diverse sponsorship, facilities, and funding sources; they are urban, rural, and suburban; they vary in emphasis, including academic enrichment, religion, the arts, recreation, counseling, community service, after-school day care, and career education or jobs. But whatever their focus, they all respond actively to the seven categories of need discussed above. In addition, they are all caring, respectful, safe places where it is fun to be.

To Be Effective, Programs Must Meet Certain Criteria

When the Center for Early Adolescence set out to look for effective after-school programs for young adolescents, we established a set of criteria for selection and documentation.** Some criteria were non-negotiable; if the programs did not meet these, they were not selected for inclusion in our program information collection or in our publications. Other criteria were negotiable. Under ideal circumstances, all would be met—but circumstances are rarely ideal. The non-negotiables mandated that a program must:

- be safe,
- be supervised,
- be clean,
- be caring,
- have a clearly defined mission,
- be responsive to its local community,
- meet at least four of the key developmental requirements of the age group, including the need for structure and clear limits and for positive interactions with peers and adults,
- meet at least once weekly in the after-school hours or be locally based and accessible during vacations.

*William Kerewsky and Leah M. Lefstein. "Young Adolescents and Their Community: A Shared Responsibility." In *3:00 to 6:00 P.M.: Young Adolescents at Home and in the Community.* Leah M. Lefstein, et al. Carrboro, N.C.: Center for Early Adolescence, 1982.

**See "Protocol for Site Observation" in the appendix.

Every program discussed in this catalogue meets these non-negotiables. The negotiable criteria stated that a program should:

- be accessible (physically and financially),
- include parent participation,
- have a means of assessing the results of its work,
- provide in-service training for staff,
- not overlap with other local organizations,
- seek interagency collaboration,
- demonstrate longevity in the community.

The programs described meet these negotiable criteria to varying degrees and in varying combinations. Some of them are comprehensive agencies serving hundreds of youngsters in collaboration with other social service organizations. Others are small, neighborhood-based, volunteer efforts serving one or two dozen youngsters on a catch-as-catch-can financial basis. All of them have important lessons to teach us about the sensitivity, hard-headedness, and resourcefulness required to run programs of quality for young adolescents. The most important lesson is one from which we can take heart: the people who direct and staff these programs are not supermen and superwomen. They are like you and me. Their ideas and experiences can help us as we make real an essential commitment to the generation that is to follow us.

Survey Results Offer Abundant Lessons

The Center for Early Adolescence is making a concerted effort to call attention to the after-school needs of young adolescents. In preparation for this publication, we have worked as a team of investigators identifying, observing, and documenting high-quality programs for 10- to 15-year-olds. The process has been complex. We solicited program nominations from over 20,000 people across the United States. Then, questionnaires were sent to 491 programs in 42 states. The questionnaires were followed by telephone interviews with program directors or staff members.

On the basis of information collected in this preliminary search, Center project investigators visited 50 programs in 24 states. Extensive field notes from the site visits helped to build a collection of program descriptions in our information system. Finally, we selected 24 programs to include in this catalogue, based on diversity of region, focus, sponsorship, funding sources, and program size.

What have we learned from this effort to find and document effective programs for 10- to 15-year-olds? Probably the hardest lesson is the difficulty of the search. There is no network of professionals and volunteers among whom the reputations of excellent after-school programs are broadly known. We had a year's time and foundation funding to help us learn about achieving excellence from a variety of programs. Youth workers who are not part of national organizations, without this time and money, have almost no one to turn to for new ideas, mutual support, and information about what works and why. This lesson reconfirms our commitment to establish an information-sharing network.

The second major lesson we learned was taught to us by the young adolescents who participate in these programs. Why do they attend? They told us that a good program is one where they can be with their friends, doing interesting things that are not

"childish." They also told us that they attend because there is an adult who knows and understands them. Youth workers often look for the magic activity or the razzle-dazzle adult to attract young adolescents. While a particular activity or flashy person may be the "hook" that draws teenagers in, their loyalty to the program is dependent upon the quiet sensitivity of an adult who has time to listen and to care. When we look at the broad diversity of activities offered by the programs in this catalogue—skating, city tours, art, recreation, cooking, academic enrichment, counseling, drama, religious instruction, job skill training—we must conclude that young adolescents' interests are as diverse as adults'; therefore, different activities will appeal to different youth. But we must also conclude that the nature of the activity may not be as important as the special relationships that these programs promote.

A third and crucial lesson we learned pertains to safety. Parents want to know where their children are in the after-school hours. They want programs to notify them if their youngsters do not show up, or at the least to be willing and able to respond to their telephone inquiries. If program leaders are not willing to be accountable for participants' safety to this extent, many parents would rather that their youngsters go home, lock the door, and turn on the television set. This accountability issue is an unacknowledged barrier to many young teenagers' participation in after-school programs.

Safety, however, is a broader concern than physical survival. Young adolescents told us that their emotional comfort and well-being were factors in their joining after-school programs. They need places where they can express their opinions without fear of ridicule. They also need alternatives to parental limits, places that offer them plausible structure and clear limits while they extend their sphere of independence from the family. Programs that ensure physical and emotional safety allay parents' fears and attract youth involvement.

We learned many lessons about what effective leadership entails, about fund raising, and about the importance but infrequency of program evaluation. We also found specific activities that meet the needs of young adolescents for exploring new vistas, achieving a sense of competence, and taking responsibility for themselves and others. We have attempted to highlight these and other lessons at the beginning of each program description under the heading "Of Special Interest." We have also tried, however, to capture the richness of the lives of the programs, for they are indeed organic entities, each with a character of its own that is the result of the unique interaction of place, purpose, and personalities. Each reader will find points of interest in the program descriptions that we have not highlighted and will learn lessons that we have missed.

We have, however, learned one more overarching lesson that serves as both a warning and a challenge to youth workers and policymakers who want to start new programs or improve those that already exist. The after-school programs in this catalogue are not models to be replicated; they are resources for ideas. A special blend of community, history, clientele, sponsorship, funding, physical plant, and personalities precludes the wholesale adoption of a program and demands caution even in transferring specific practices. But as a repository of ideas, this catalogue is a cornucopia of riches to be experienced wholly and savored individually.

Finally, the most important lesson we learned is that our highest criteria for after-school programs can be met. We found programs that met and even exceeded our expectations, testimony to the fact that talented, energetic, and committed adults can meet the challenge of promoting the healthy development of young adolescents.

Joan Lipsitz
Director
Center for Early Adolescence

Program Descriptions

KENTON PRESBYTERIAN CHURCH

2115 North Lombard Street
Portland, OR 97217
(503) 289-7522

No. 1

- ✓ arts
- ✓ academic enrichment
- ___ after-school day care
- ___ community service
- ___ career education/jobs
- ___ counseling
- ✓ recreation
- ✓ religious education

FACTS AND FIGURES

Contact person: Shirley Flenner, Director of Christian Education.

Program's mission: To provide after-school activities for young adolescents who would otherwise be unsupervised and inactive.

Ages: Grades 6–8 (approximately).

Number served: 30–40/week (all young adolescents).

Staff size: One part-time, about 10 volunteers.

Major source of funding: Contributions to the church, which are then allocated to the program.

Budget: About $300/year (covers program activities only).

Program's cost per child: Not available.

Fees: $1/day (for dinner, otherwise free).

Physical plant: Church facilities.

Hours: Thursday afternoon, from the time school lets out through dinner.

OF SPECIAL INTEREST

Very low-cost program, with simple, inexpensive activities.

Volunteer staff.

Small church (150 member families) running program for entire neighborhood.

Kenton Presbyterian Church

background

The Thursday after-school program at Kenton Presbyterian Church is a simple, low-cost, church-based program for young adolescents that works because some people who care about teenagers decided to make it work. The idea for the program was conceived three years ago during a lunchtime chat between the pastor, Harold Kurtz, and a young member of the church, Randy Imes, who is acknowledged as "the main inspiration for the club" by his colleagues. Both Kurtz and Imes felt that junior-high-aged youth were at loose ends in the after-school hours. Imes' employer gave him released time—at full pay—from his job as bookkeeper for a local trucking company, to help Kurtz start the program.

Commitment to Teens is Key to Low-Cost Program

Several features of this program are startling in their simplicity and replicability. First, it is something that any church can do if there are adults interested in serving the young adolescent age group who can also provide leadership in helping other adults work well with these youngsters. Second, the program is run on a shoestring budget because of contributions from the congregation in the form not only of money but, more importantly, volunteer time. Third, Kenton is not a large church: its membership does not exceed 150 member families; yet they are able to support and maintain a high-quality program that serves 30 to 40 young adolescents weekly, again because of voluntarism and a basic affection for the youngsters.

Fourth, the program draws upon the interests and skills of the volunteering adults. Rap sessions, photography, cooking, fun and games, basketball, art, and music, as well as religious instruction—all are offered because the volunteers feel comfortable offering them. Group activities change regularly, depending on which volunteers are available to lead them. On one particular day, it is possible to find a girls' basketball clinic, a make-your-own-bound-book group, a sculpture class, a rap session, and a games group, as well as dinner being prepared for the entire group to devour at the end of the day's program.

physical plant

Fifth, no special physical plant is required to run this program. The church, with its modest gym, small social hall, and kitchen, is sufficient. Even some of the classrooms, although hopelessly small for large activities, are used for individual games, one holding a Foosball table, another a soccer table game, for example.

funding

Finally, because of the number of volunteers, the Thursday after-school program is able to operate on a shoestring budget. Most of its funds come from contributions from the congregation—the program is allotted $300/year—and from participant fees, which have been raised from 50¢ to $1 per afternoon per participant this year, largely because of increased costs of dinner. (It is free if a participant does not stay for dinner.) In addition, there are special fund-raising events, which help cover the costs in particular of a three-day summer camping trip (the only summer event).

Costs are low: cushions for the meeting rooms have been made from the material used to pack computers; the church has carpeted some of the rooms; teenagers in the program continue to decorate the rooms. Church members contribute some of the food for each weekly dinner.

Shoestring Budget Does Not Hinder Program's Effectiveness

community and participants

The church is in a middle- to lower-income suburb of Portland. The program is predominantly white but integrated. Some black and white participants arrive together from school, and both groups play basketball and spirited chess matches together.

The program is hoping to involve more parents throughout the year by enlisting their help with meals and with transportation home from the program (most participants can walk home safely). The staff would also like to engage parents in a dialogue about the junior high years and to learn their ideas and preferences for the program.

program

The after-school program (there is to be a contest for a club name and logo) meets on Thursday afternoons, lasting until after dinner. The participants straggle in at odd hours, because they go to more than one junior high school and because of other after-school activities. Thus, the early hours of approximately 2:30 to 4:30 P.M. are devoted to recreation: shooting baskets in the gym, eating snacks, playing games, and talking to friends and to the adults who lead small groups.

Participants sign up for a small group as soon as they enter. The groups are closed when they get to a size that the adult leader feels comfortable handling. The groups change regularly and the participants are free to select their activities for the day, so long as there is space left in the group. Some activities are extremely simple and inexpensive, but fun and constructive for the players. For example, in one, a member is blindfolded, and the group coaches him or her to find a burning candle and blow it out. In another, after registering for a class and signing in, the youngsters step over to a table on which is placed a gigantic piece of poster board with the heading, "A beginning is _____ ." Each is supposed to draw or write something on the poster to express his or her idea of a beginning. This poster leads into a discussion later of the meaning of Easter, which is held during the one part of the program that can be called "religious." This is a rap session that takes place before dinner and helps young adolescents make connections among religious events, values, and their own lives (e.g., Easter, the Resurrection, and new beginnings in their lives).

Interaction Between Young Teens and Adults Crucial

The program gives young adolescents the diverse activities they need to keep their interest piqued. However, because of the high level of personalization in this effort, adults and youngsters know each other well, and the youngsters tend to choose sessions to be with a particular leader rather than because of the activity being offered.

meeting young adolescents' needs

Opportunities for self-exploration and self-definition are offered through the rap sessions. The staff members feel that young adolescents begin to question their faith sometime around fifth or sixth grade, and that they therefore need a trusting environment in which they can express their concerns. The rap sessions are a vehicle for meeting this need.

The recreational offerings give ample time for physical activity after a rather sedentary day in school. There are opportunities for creativity, for extending levels of competence and achievement, and for just plain fun. But most important are the opportunities for positive social interaction with peers and with adults. All the members of the regular staff know every single youngster who walks in the door. They know

who the participants' friends are, what problems they are having at home, and how they feel about themselves. The youngsters are very comfortable in the program. Most are not members of the church, but they come regularly because it is pleasant.

There are few rules beyond respect for each other and for property, and staying on the premises once one has arrived. The young peoples' behavior is exuberant but remains within the bounds of the adults' tolerance for raucous group behavior. At the same time, individuals are recognized for their contributions to the program. A special bulletin board honors 10 of the participants each month. Photographs of the honorees, taken by a youngster who becomes the photographer for the day, are posted on the board, along with brightly colored forms filled out by the youth, telling others something about themselves, their families, their hobbies, and why they come to the after-school program. Also on the bulletin board is a list of reasons to honor people in the program, both staff and teenagers. Anyone can honor another person by putting down his or her name and the reason for the honor, which can range from cleaning up a spill at dinner without having been asked, to helping a staff member complete a chore.

Volunteers are Mainstay of Program

staff

Shirley Flenner is paid to serve as Director of Christian Education for the church and another Presbyterian church in a wealthier neighborhood. In addition to Kurtz and Imes, the Thursday after-school program is staffed by several volunteers who have helped build the program: Imes' sister Carolyn, who has great skills in fund raising, organizing car washes, bake sales, and other events to raise money to defray program costs; their mother, Dorothy, who along with Kurtz' wife Polly, cooks dinner regularly for the program; Bill McCourtney, who gets to the program after work at a machine shop; and Anna Bray, who is 86 years old and comes in to help clean up, along with another church member, Louise Grose. And there are others, like Darr Tindall, a 28-year-old who is helping with Christian Education, plus the volunteers who come in for special events.

All of these people are "naturals" in working with teenagers, knowing instinctively how to make the youngsters in the program feel special and important. Nonetheless, staff training is Shirley Flenner's "dream for the year," as she puts it. The staff meets once a week in the hour preceding the program, to discuss problems, questions, and recommended reading related to the program. While Flenner also tries to debrief at the end of each session, she is conscious of the fact that these volunteers have other commitments, both professional and family, and she is reluctant to impose too much on their time. Staff members are encouraged to go to youth worker conferences when they are held in town.

outcomes

While the staff members do not attempt to measure results, they are aware of one effect of their work: the increasing number of program participants who enroll in their Sunday school. However, such an outcome is merely the icing on the cake as far as the staff is concerned. What is most important to them is that they are able to meet the needs of their young adolescent participants. That they have succeeded is clearly apparent just by looking at this small, exuberant program where everyone pitches in.

GIRLS CLUB OF RAPID CITY

910 Wood Avenue
Rapid City, SD 57709
(605) 342-4155

No. 2

- ✓ arts
- ✓ academic enrichment
- ✓ after-school day care
- ___ community service
- ✓ career education/jobs
- ✓ counseling
- ✓ recreation
- ___ religious education

FACTS AND FIGURES

Contact person: Barbara Fierro, Executive Director.

Program's mission: To enable girls to develop to their fullest potential as individuals and in their relationships with others.

Ages: 5–18.

Number served: Over 1,000 members/year. (About 30% are young adolescents.)

Staff size: 20 full-time, two part-time, about eight work-study aides, about 30 volunteers, and work restitution employees assigned by the courts.

Major sources of funding: South Dakota Department of Social Services, Child and Adult Nutritional Services, and Department of Health's Division of Alcohol and Drugs; Bush Foundation; United Way; Mountain Plains Youth Services Coalition; Pennington County; payments from day-care clientele; membership fees; and fund-raising events.

Budget: $409,442/year (all inclusive).

Program's cost per child: $300–$500/year (does not include child-care services).

Fees: **Girls Club membership:** $12/year. **Child-care services:** Rainbow Club summer care for 5- to 12-year olds, $4/day for first child, $3/day for second and subsequent; Sunshine (year-around) Child Care for 2- to 6-year-olds, $33/week for one child, $50 for two, $65 for three.

Physical plant: 17,000-square-foot building with gymnasium and day-care facilities. The city provides a park nearby for the club's use, and a community pool is available in summer months.

Hours: During the **school year:** T–F 3:00–9:00 P.M. **Summer:** M–F 10:30 A.M.–5:00 P.M. **Day care** (year-round): M–F 6:30 A.M.–6:00 P.M.

OF SPECIAL INTEREST

Day-care program.

Public relations techniques.

Program self-evaluation for fund-raising purposes.

Use of Group Self Structure techniques.

Girls Club of Rapid City

The Girls Club of Rapid City has three commodities: popularity among its clientele, trust among its community and funders, and a proven record of accomplishment. Since its incorporation in 1965, the Club has grown from a group that met in the basement of the local Salvation Army to a large, comprehensive agency that serves 1,000 girls, ages 5 to 18, in a 17,000-square-foot facility.

background

In a short time, the Club has become a major youth-serving institution in its community. Success can be attributed in part to the strength and conviction of its board, and to its executive director, Barbara Fierro, who has led the Club since 1969. When Fierro joined the Club, it was located in a small, run-down house in a residential area. Her first ploy was to gain attention for the Club, a task accomplished, she recounts, by "packing the house so full of girls we became a news item. We had as many as 80 to 90 girls a day in the house. They were hanging out the windows and doors." She also made the activities of the young club impossible to overlook; a dance-nastics class, for example, met in the front yard.

Within a year, Fierro was able to begin to achieve her vision—a club that could serve not tens, but hundreds of girls daily, helping them to achieve their potential. Another vision of Fierro's was that a Girls Club should provide girls more opportunities for personal development than just recreation or sports, and she began to emphasize an arts program. "Then, a building was our vision, and we built it," Fierro says. "In today's economy, we need a cheaper vision. But we can't exist *without* vision."

Fierro believes the Girls Club serves a function that a coed youth agency would be unable to perform: overcoming the myth that someone else will take care of young girls when they grow up. "Each year billions of tax dollars are used to support women who are heads of households but are not working for a wage," she says. "The welfare cycle isn't an easy ride, and it is hard to get out of it. But I am optimistic that if we reach girls early, we can get them out of that cycle. A lot of problems are workable when a girl is 12 or younger. The longer the girl goes without help, though, the greater are her chances to become a burden on society.

"At Girls Club of Rapid City we are challenged to break the spell of the myth that someone else will take care of girls. For many girls, 'Prince Charming' is really Uncle Sam. At Girls Club we can model different life-styles for girls than they see at home, we can introduce girls to the world of work, we can provide incentives for them to stay in school, but more than anything we can give them the opportunity to know people who really care about what happens to them."

Business Experience is Valuable Staff Tool

staff

Fierro is not a youth worker by training; in fact, her formal education consists of a two-year business degree. Her rich experience with young people began with her own large family of five children and her work at a rehabilitation hospital. There she was assigned to work with more than 40, 14- to 16-year-old members of the Junior Red Cross. She was invigorated by the young volunteers' zeal, commitment, and creativity.

Fierro has two associate executive directors, Pam Bollinger and Susan Fedell, each of whom supervises her own program staff. Bollinger, who directs child and family guidance projects, supervises three part-time counselors who direct the runaway program, the sexual abuse resource center, and the general counseling program. She has had experience teaching and working in state and regional programs. Her undergraduate degree is in education; she also has an M.A. in counseling and guidance.

Fedell, who also has an undergraduate degree in education, had experience as the executive director of the Sioux Falls Girls Club before coming to Rapid City. In addition, she had work experience in a bank—both Fierro's and her background in business helps them in their grant writing and development activities for the Club. Fedell supervises the educational services staff, consisting of the directors of physical education and recreation, creative arts, and of nutrition. During the summer months, each of these three program directors has a full-time assistant.

Volunteers and work restitution assignees are also a source of assistance to the staff. The court regularly refers offenders to the Club to work off restitution hours. One assignee, who had been convicted of a traffic violation (running a red light while a school bus was discharging passengers), found her assignment to the day-care center so rewarding that she continued on as a volunteer when the restitution period ended.

The Club's affiliation with its national parent organization, Girls Clubs of America, makes it part of an information-sharing network that offers program ideas and sources of funding. Fierro and her staff can exchange helpful suggestions and curricula with other Girls Club staff members and directors on the regional and national level. The Club's members can also aspire to win national recognition for their achievements.

Social Services Buttress Traditional Program Activities

program

The Girls Club of Rapid City program is divided into three broad administrative segments: Educational Services, Child and Family Guidance Services, and Child Care and Development Services. Educational Services encompass all the activities that are traditional in most Girls Clubs throughout the nation: creative and domestic arts, reading and tutoring, physical education and recreation, personal growth and development, and nutrition.

Creative arts include ceramics, decoupage, enameling, woodworking, printmaking, painting and drawing, beadwork, pottery, sculpture, and candle and jewelry making. Domestic arts range from cooking and sewing to needlecraft, child care, first aid, personal hygiene, and grooming. Reading and tutoring are part of the Club's year-round daily program, in which girls are given incentives to encourage them to read. Members are also offered remedial reading and homework assistance.

Gymnastics are an important feature of the physical education and recreation program, but in addition the girls may choose among track, softball, volleyball, basketball, aerobics, skating, swimming (summer only), and other organized games and team sports.

The Club also emphasizes personal and social skills, offering workshops and group experiences in career development, human sexuality (using a national Girls Clubs of America program entitled "Acting You"), communication skills, parenting, values clarification, and decision making.

Finally, as part of its educational services, the Club sponsors a nutrition program that has a twofold purpose: first, to give the members one nutritious meal every day (lunch in summer, supper during the school year); second, to encourage the girls to learn responsible nutritional practices through actual preparation of foods and the selling and purchasing of nutritious snacks.

Educational services are the core of the Girls Club program for most of the members. However, this component is buttressed by the Child and Family Guidance and Child Care and Development services, which are designed to serve special needs in Rapid City.

Most of the clients in the Child and Family Guidance program are referred to the program by parents, teachers, or law enforcement or social service agencies. Some of the children who participate in these services are already Girls Club members; others are first introduced to the Club upon referral, and then manage to become integrated into the Club's educational and recreational activities.

The Club operates "Connection," a 24-hour telephone hotline for runaways and potential runaways that provides temporary shelter and counseling for clients and their families. Another dimension of the guidance services is the Juvenile Diversion Project, in which therapy is provided to the families of adjudicated youth who are referred by the courts. An evaluation by the Law Enforcement Assistance Administration revealed a 95% nonrecidivist rate during the project's first two years. In addition, the Club's Drug Abuse Prevention program, no longer in existence because of lack of funding, served 200 girls who came from families with a history of drug or alcohol abuse, many of them members of the Club.

In four out of the last six years, the Girls Club of Rapid City has received the "Outstanding Program Award" from Girls Clubs of America for its contributions in delinquency prevention, intervention, and treatment. Between 1981 and 1982, 750 clients were served in treatment services alone in a total of six programs: work restitution, drug abuse counseling, family therapy, sexual abuse counseling, individual counseling, and runaway counseling. Almost 700 clients were served in eight prevention programs: family counseling, individual counseling, tutoring, family education/drug abuse prevention, life coping skills, Project Read, youth employment, and alternatives for high-risk youth.

Club Meets Parents' Needs With Day-Care Programs

The third component of the Club's program, Child Care, is a boon to working parents year-round. During the school year, the Club offers the Sunshine Child Care program for preschool children. For reasonable fees, families can have their 2- to 6-year-old children cared for at the Club from 6:30 A.M. to 6:00 P.M. daily. In the summer, Club members aged 5 to 12 can also receive child care at the Club during the hours when their parents work and the Club is closed to members.

An excellent example of the Club's responsiveness to Rapid City's working parents is the summer day-care program for school-aged children, Rainbow Club, which is available to parents for a few dollars a day. Rainbow participants have special activities, such as gardening, art, and exercise, in the early-morning hours, followed by breakfast and involvement in group projects. When the Girls Club opens at 10:30, Rainbow members are integrated into regular activities. When the Club closes at 5:00, Rainbow provides a quiet activity for participants until their parents arrive at 6:00.

The day-care program has helped the Club, as well as the parents of its members, to survive. When funding cutbacks forced the Club to curtail some of its activities, day care offered a chance to produce income while providing a valuable and economical service that required no new building and little modification of the existing structure. During the school year, the Sunshine program makes use of a building that would otherwise stand empty during school hours. And in the summer, day care is an easy add-on to an already well-established program.

summertime

Typical summer activities, shown opposite, are not appreciably different from those offered during the school year; only the daily hours are changed to accommodate members.

Monday		*Tuesday*	
9:30-10:30	Intermediate/Advanced Gymnastics	9:30-10:30	Intermediate/Advanced Gymnastics
10:30-12:00	Beginning Gymnastics Tutoring Ceramics ■ Enameling • Decoupage ★ Woodworking ■ • * Softball Sewing ■	10:30-12:00	Beginning Gymnastics Tutoring Pottery ★ ■ Sculpturing ■ • Basketball * Enameling ■ Candle Making • Outdoor Games
1:00-2:00		1:00-2:00	
2:00-3:00	Candle Making ■ Track Time * Softball Sewing ■	2:00-3:00	* Enameling ■ Cooking • Candle Making • Relays
3:00-4:00	Outdoor Volleyball Sewing ★ Decoupage ■ • Cooking ■	3:00-4:00	Outdoor Games Dance ■ • Jewelry Making ★ ■ • Cooking ★
4:30-5:00	Organized Group Games	4:30-5:00	Organized Group Games

Wednesday		*Thursday*	
9:30-10:30	Intermediate/Advanced Gymnastics	9:30-10:30	Intermediate/Advanced Gymnastics
10:30-12:00	Beginning Gymnastics Tutoring Ceramics ★ Acting You ■ • * Printmaking ■ • Swimming Sewing ★	10:30-12:00	Beginning Gymnastics Tutoring Pottery ■ • Ceramics • Team Sports Painting/Drawing ■ • * Sewing •
1:00-2:00		1:00-2:00	
2:00-3:00	* Printmaking ■ • Swimming Aerobics	2:00-3:00	Outdoor Volleyball Fun With Felt ★ ■ Beading • Obstacle Course
3:00-4:00	Painting/Drawing Badminton Cooking ■ • Swimming	3:00-4:00	Folk Dance Beading ■ Painting/Drawing ★ Acting You ■ •
4:30-5:00	Organized Group Games	4:30-5:00	Organized Group Games

Friday	
10:30-12:00	Grooming Tutoring Ceramics Friday Morning Contests
1:00-4:00	Playday
4:30-5:00	Organized Group Games

* two-hour class
★ ages 5-7
■ ages 8-10
• ages 11-up

For an amazing 97% of the members, Girls Club is the only youth activity in which they are involved. Most come from a low-income background; according to the Federal Income Guidelines, 85% are from families that are earning at the poverty level or below. The reason for the Club's emphasis on day-care services is the fact that 43%

of the members are from single-parent families, and 35% have mothers who work outside the home. About half the Club's daily participants are from minority groups, primarily Native American.

grouping

In all these activities, girls are grouped both by age and by interest. Sometimes the age span is broad (5 to 10, 8 and up); occasionally, it is more limited, depending on the activity. Large-group activities that will not be uncomfortable for one age group if another is present are made available to all.

Group Self Structure Promotes Self-Reliance

meeting young adolescents' needs

The staff members' commitment to meeting young adolescent girls' needs is rooted in their conviction that girls need help to develop the self-esteem and the skills that will see them successfully through life. They point to research that shows that adolescent girls have lower self-esteem than boys, that women are lower-paid, and are more likely to be on the welfare rolls than are men. The Club program is thus designed to help girls cope with childhood and adolescence, to believe in themselves and in what they can accomplish. "We're not just teaching gymnastics here," says the instructor as a Club member walks the balance beam, "We're teaching you to hold your head high and believe in yourself." That same philosophy is behind career development activities and the reading and tutoring programs.

But the Club does not denigrate traditionally feminine activities. Young adolescent girls, self-conscious about their physical appearance, are encouraged to learn hair styling and grooming in the Club's grooming room, often practicing their skills on younger girls, who love the attention from older members. They are helped to make clothing in the sewing room and jewelry in arts and crafts classes. In the child-care program, they learn to nurture younger children under the guidance of adult staff members.

A popular activity for young adolescent girls is becoming a Junior Volunteer at the Club. Volunteers help the adult staff members by selling food at the Club's Snack Shack, assisting with chores like mixing slick and paints in the art room, or acting as class aides.

Fierro says a technique called "Group Self Structure" is one of the most effective approaches the Girls Club of Rapid City has used with young adolescents. Group Self Structure is a shared leadership and group decision-making process that was developed and tested over a 12-year period by the Girls Clubs of Pasadena, Inc. Its primary emphasis is to create an open, supportive communication environment in which adults and young people work together to plan and execute program activities. (A book describing the process, *Group Self Structure: How it Applies to a Youth Serving Agency,* is available from Girls Clubs of Pasadena, Inc., 3160 East Del Mar Blvd., Pasadena, Calif. 91107.)

The Girls Club of Rapid City initially used Group Self Structure in the drug prevention program. First, the girls used the technique to divide themselves into small groups according to shared interests and characteristics. Second, each group chose a staff member to be its leader. Third, each group chose an educational objective based on the group participants' interests—Fierro's group chose to learn how to care for animals—and worked together to meet that objective.

Fierro notes that Group Self Structure is interesting not only because it helps the young participants, but also because it teaches youth workers a lot about themselves, for, as the youngsters learn to take on responsibility, the adults must learn to relinquish some of theirs: "Many of the girls wanted the adult leader to make their group's

decisions, and some of the leaders showed that they really didn't trust the process, though they gave lip service to it. The self-structure process requires training, perhaps more for adults than for kids. It's a rare adult who can be intuitive and trust in the process. A group leader has to be clear about her role and adhere to that role. She has to be capable of holding kids accountable."

Group Self Structure means a great deal to the girls involved in the process at the Girls Club of Rapid City. Many, when asked what they enjoy most about the Club, mention the groups as the best experience they have had. However, Group Self Structure requires that adult leaders spend 4 to 6 hours a week with a group of 8 to 12 girls, and, when the Club once lost funding for four full-time positions, it had to drop the process, because the overburdened staff could not maintain the time commitment. (Fortunately, the Club received additional funding and reinstated Group Self Structure.)

In general, the Group Self Structure process has made clear to the Club's staff members the necessity—and the advantage—of having structure and clear limits. In the past, the staff did not require that girls participate in educational activities; now a girl can no longer just "hang out" at the Club. She must be part of an activity during the time she is there—the choices are varied, but a selection must be made. Staff members report they see a dramatic difference in all the girls' behavior under the new structure. As one example they cite the complaints of the supervisors at the community swimming pool about Club members' behavior in previous years. "This year they actually called to compliment us," one staff member reported.

Most important, the new emphasis on structure makes members conscious of the diverse opportunities the Club offers them, not only in athletics, the arts, recreation, and youth participation, but also in forming friendships with other girls and adult staff members in a safe, supportive environment.

Program Evaluation and Political Astuteness Help Fund-Raising Efforts

funding

Program and funding are inseparable at the Club. Administrative skill, a clear program philosophy that has developed in response to community needs, and political astuteness have helped the Club to achieve secure funding year after year. Programs have changed as new needs and new funding priorities have arisen, giving the Club a vitality that seems attributable in part, at least, to the constant variety and change in its activities. A new program at the Club, funded by the Bush Foundation, is an arts program for high-risk 6- to 16-year-olds. This program emphasizes helping girls to set and reach goals, as does another recently funded youth employment program, which received $60,000 in public monies—one-third of the South Dakota governor's discretionary fund.

The Rapid City Club has the distinction of being one of the few Girls Clubs in the United States that has achieved equal funding with the local Boys Club. In most communities, as in Rapid City, the Boys Club has a longer history with United Way and local charities and foundations. Achieving equity has required political astuteness: knowing how to lobby privately for public funding, how to maintain thorough client-service records, and how to educate those in control of the purse strings to evaluate cost-per-client in terms of the success and extent of services rendered, rather than the numbers served.

The task that lies ahead of the Club is to be funded in its own right, not in comparison with other agencies. Services for girls may be more expensive because there is greater emphasis on skills learned in small groups, rather than the large-group team

sports that are more common in boys' programs. Fierro believes that real equity will have been achieved when the Club is considered for funding solely on its own merits. To achieve this goal, she has become an advocate on behalf of the special needs of girls in Rapid City, speaking often both formally and informally to local officials, community leaders, and policymakers.

Not all the Club's funding is dependent upon grants and outside sources. The day-care programs are a source of funding, not only from fees, but in the case of the Sunshine program, from the $500 monthly rental that the program pays to the Club.

Local contributions make up approximately 40% of the annual operating budget of about $409,000. Other sources of funding include the South Dakota Departments of Social Services (sexual abuse treatment, day care payments) and of Alcohol and Drugs (drug and alcohol abuse prevention programs), the governor's discretionary fund, the Mountain Plains Youth Services Coalition (runaway counseling and shelter program), State Child and Adult Nutritional Services (daily meals and after-school supplements), the Bush Foundation (arts program), and Pennington County (alternative placements for juvenile offenders).

Much of the Club's funding is oriented toward youth vulnerable to drugs, sexual abuse, and other problems. One of the strengths of the Club, however, is that it is able to serve all girls, integrating those who are at risk into a healthy environment without affixing pejorative "labels" to them.

In addition, the Club Board of Trustees promotes an annual Sustaining Membership campaign among local businesses and individuals; last year this drive raised $42,000. Another local fund-raising project sponsored by the Club is its coupon booklet. The books are thick pads of discount coupons for local businesses. They are sold for $6 each and can produce many more dollars' worth of savings while giving good publicity to both the Club and the local businesses. Some local managers and executives buy large quantities of the books to distribute among their employees.

Club members contribute a small but significant portion of the annual budget. Member fees were recently raised from $3 a year to $12 in recognition of the fact that other funding sources were diminishing. It is too early to tell how much of a hardship this may be for the Club's members, who are encouraged to pay off the larger sum in 25¢ installments each time they visit the Club if they cannot pay the entire sum at once.

Physical Plant is Representative of Girls Clubs Nationwide

community and participants

The Club building is ideally located for easy after-school accessibility by its population. It is within walking distance of four elementary schools, one junior high, and one high school.

physical plant

In 1970, when the Club was bursting at the seams of its small house, the Club bought a Baptist church and the 15 lots that surround it. On that site, incorporating and adding to the original church structure, the present large Club building was constructed.

The building houses a gymnasium and locker rooms, games and dining area, snack bar, library with stage, staff offices, conference room, day-care rooms, and arts and crafts area. In addition, there are sewing, grooming, and "idea" rooms for small groups. The counseling program occupies its own space, attached to the Club building but accessible from an outside entrance, to maintain confidentiality for the families who receive counseling services.

To make the Club accessible to girls who live beyond walking or bicycling distance, the Club uses a van donated by a local business.

Club Proud of Its Local Reputation as Effective Agency

outcomes

The Club has not been in existence long enough to know whether it will have a long-range impact on its members' lives. It can, however, claim some major successes, including the fact that 95% of the participants in its juvenile diversion project stayed out of trouble for the two years of their involvement in the program. Also during the course of a year, the Club served over 67,000 meals and snacks to girls from low-income families.

The Club has become known locally as an effective agency. Past successes have helped to make the Club's offerings varied and complex. The funding for the Runaway program, for example, led to the sexual abuse program, because staff members found that 50% of their runaways had been sexually abused. Both the runaway and sexual abuse programs led to a 24-hour crisis hotline. Now the Club plans a needs assessment, which will undoubtedly lead to new programs and a better environment for the community, its girls, and their families.

The Girls Club is a tribute to the community that supports and houses it. Rapid City has only 47,000 residents. With its large membership, the Girls Club can claim one out of every 47 citizens as a member!

DETOURS

Boston Children's Museum
Museum Wharf
300 Congress Street
Boston, MA 02210
(617) 426-6500

No. 3

___ arts
_✓_ academic enrichment
___ after-school day care
___ community service
___ career education/jobs
___ counseling
_✓_ recreation
___ religious education

FACTS AND FIGURES

Contact person: Susan Porter Bruce, Project Manager.

Program's mission: To teach young adolescents to use the rich resources of the city independently via familiarity with the public transportation system.

Ages: 11–16.

Number served: 900 members (all young adolescents), plus undetermined number of others.

Staff size: The equivalent of one full-time and one part-time employee (staff members work both for Detours and other museum projects), and several volunteers.

Major sources of funding: Private foundations, corporations, and contributions from local businesses.

Budget: $40,000/year (excludes overhead, which is supplied by the museum).

Program's cost per child: Not available.

Fees: $5/year membership fee; $2/trip for members, $4/trip for nonmembers.

Physical plant: The city; office is in Boston Children's Museum.

Hours: Vary, but always in the out-of-school hours.

OF SPECIAL INTEREST

Use of city's existing cultural and recreational resources.

Encouraging familiarity with and independent use of public transportation.

Creative resource materials.

Detours

A Detours leaflet begins:

> Are you between eleven and sixteen years old? yes no
> Do you live around Boston? yes no
> Do you like to go exploring? yes no
>
> If you've answered "yes" to all of these questions, then you should Join DETOURS Today!

If you do answer "yes" to all of the above and you do join, you receive the following benefits:

- special city travel and activity guides on topics like food, music, roller-skating, graveyards, and baseball;
- *The Real Good Times*, a regular newspaper on things to do in the Boston area;
- personalized help planning trips and activities;
- $30 worth of discounts in Boston-area museums, theaters, movies, and other attractions;
- a short course on becoming an expert using the public transportation system (MBTA) and $5 worth of MBTA tokens;
- an illustrated map of the Boston subway system showing marvelous places to visit;
- half price ($2) for special guided trips-of-the-month.

background

Detours helps 11- to 16-year-olds in and around Boston learn how to get around the city on public transportation. Jim Zien, founder of Detours, was influenced by the work of Michael Southworth, an environmental psychologist, whose doctoral thesis examined children's conceptions and use of the city. Southworth's observations corroborated Zien's experience in running a mobile summer arts and sciences program. According to Southworth, 1) parents say that at age 11, children are old enough to go beyond their immediate neighborhood independently; 2) young adolescents want to see more of the city than they do, but they do not have the personal confidence to do so; and 3) transportation maps are too difficult for young adolescents to use, because they emphasize direction rather than destination.

Based on this belief, Zien submitted a proposal for Detours to the National Endowment for the Humanities, which funded the program in 1979. Since then, Detours has been housed in a small office in the Boston Children's Museum, which lends the program its name, prestige, and space, provides overhead and administrative support, and assists in public relations and fund raising.

Easy-to-Read Maps and Guides Stress Independence

program

Each month, the Detours staff offers a workshop for new participants on how to use Boston's public transportation system. Young people have to show up at the workshop in order to get tokens for subway and bus fares. (Unfortunately, the MBTA no longer provides free tokens.) Originally, the staff thought the workshop would be their only contact with members; the program was intended to equip young adolescents to

function independently with guides, maps, and tokens. However, to popularize and publicize the program, the staff began to develop escorted trips. Now they consider these trips to be an essential part of the program; taking youngsters on trips seems to help them gain the confidence to set out on their own.

Every member receives a Detours "passport," a booklet that looks like an official U.S. passport, containing detachable free or reduced admission coupons to special attractions in the city, including coupons for the American Repertory Theatre (*Student rush rates at Saturday matinees—MBTA Red Line: Harvard/Brattle*); Blue Hills Trailside Museum (*Free admission with coupon, Tues.–Sun. 10–5*); the Boston Tea Party Ship and Museum (*Free admission 9 a.m.–dusk daily—MBTA Red Line: South Station*); Charles Playhouse (*50% discount off tickets for preview performances*); John Hancock Observatory (*50¢ off regular admission price with coupon*), and others. Aside from giving the members discounts, the passports give them something tangible that shows they belong.

Detours also publishes attractive, funny, easy-to-use trip guides that take the mystery out of trips on Boston's subways and buses. One of the guides, *Rolling On the River*, introduces young people to places that roller-skaters may want to visit. The map extends from the Charles River Dam to the Harvard Bridge, with stops at attractions along the way ranging from boat houses to breakwaters to "The Back of the Back Bay." The guide gives historical information and special items of interest for each stop along the do-it-yourself tour route. It also provides a history of roller-skating and information about rinks and skate sales and rentals. Like all the other tour guides, it is printed on one sheet of sturdy paper, folded map-style for easy use.

The most unusual Detours trip guide starts with a quotation from Shakespeare's *King Richard II*:

> Let's talk of graves, of
> words and epitaphs;
> Make dust our paper, and
> with rainy eyes
> Write sorrow on the
> bosom of the earth.

A Detours Guide to Boston Graveyards directs the traveler to King's Chapel Graveyard and The Granary (*Red or Green Line: Park St.*). King's Chapel, the reader learns, was the first graveyard in Boston, with graves dating back to 1649. Many well-known colonial Bostonians are buried there. The guide directs the viewer's attention to the style of tombstones from old New England graveyards and the pictures that stonecutters and ministers chose to symbolize an important religious idea or moral lesson (wing = resurrection, flowers and vines = the beauty of life). Names of important historical figures in The Granary, sometimes buried four deep, are listed in the guide: "Wander among the headstones and look for familiar names. Paul Revere, and the elder Franklins, Governor Hancock, Samuel Adams, Sewall, Otis, and Faneuil." The traveler is also introduced to the meaning of epitaphs and elegies, the infant and child birth and death rates in colonial Andover, and a word about the present: "With today's health care, the age period 5–14 years has the lowest death rate of all. Because it's *not* common a child's death is even harder for us to understand."

The visitor is then directed to a modern graveyard, Mount Auburn Cemetery (*Red Line: Harvard/Brattle. Transfer to Bus No. 71 [Watertown] or Bus No. 73 [Waverly Square]*). Again, the guide helps the young viewer see history and contemporary values coinciding and sometimes clashing (*24. A Sphinx. Would you believe it? This one was made by the sculptor Martin Milmore, whose statue of John Glover is on Commonwealth Avenue. Check your Latin with the English translation on the opposite side of the statue.*). Perhaps most importantly, the trip and its guide reassure young people and help them cope with their fears of and fascination with death by giving them information, concrete things to do, and humorous insights into life.

Organized Trips Expose Youth to City's Cultural and Recreational Resources

Organized and guided trips are every bit as imaginative. *The Real Good Times*, Detours' newsletter, announces the month's trips. For instance, one recent issue proclaims: "Get hauled off to court with Detours! The Suffolk County Courthouse, that is, in Boston's Government Center. Compare your favorite TV crime show with the real thing as you watch part of a trial, try out a seat in a jury box and meet the district attorneys of the homicide division. Don't be guilty of missing this one! Tues., Oct. 19, 3:15–5 p.m." Another issue heralds: "Opening night for the Boston Ballet's The Nutcracker is only a few weeks away and the 5- to 14-year-old cast members are working just as hard as the adult dancers to get ready. The young stars you'll see preparing for their roles were selected from over 400 boys and girls who auditioned for parts ranging from the child stars of the show to the toy soldiers and mice. Sit in on a rehearsal and watch a choreographer put these terrific young dancers through their paces. Tues., Nov. 23, 3:30–5:30 p.m."

Each month, there are approximately six guided trips and several "on your own" ideas highlighted in *The Real Good Times* (e.g., the December 1982 issue suggests visiting the Prudential Tree Lighting and a dog show on one's own). The trips for the month take members to the aquarium, Vizwiz (a television commercial production facility), an English muffin bakery, a puppet show, behind the scenes at the Copley Plaza Hotel, and an envelope factory. The newsletter also features seasonal activities, such as costume and fabric stores for Halloween, places that help with Valentines, and Christmas events around the city.

When members and their friends go on a trip, they usually meet the trip group at a subway station or the trip site in order to get on their way quickly and in daylight. About two-thirds of the young people who go on trips get to the meeting places independently. The rest are brought by parents or other adults. Many who start out being escorted later find their own way to the meeting place and back home again. For those who cannot get to a subway stop on their own, there is the option of going to the museum and traveling with Detours staff members to the trip site or meeting place.

Figure 1. Michael Southworth, an environmental psychologist, has observed that traditional transportation maps are too difficult for young adolescents to use because they emphasize direction rather than destination. Therefore, Detours' guide to the Boston subway system is linear in design, disregarding direction and emphasizing destination.

red line

Beacon Hill/PARK STREET
Boston Common/PARK STREET
Boston Tea Party Ship/SOUTH STATION
Charles River/Esplanade/CHARLES-MGH
Children's Museum/SOUTH STATION
Department Stores/WASHINGTON
Freedom Trail/PARK STREET
Hart Nautical Museum/KENDALL-MIT
Harvard Square/HARVARD
JFK Library/bus from COLUMBIA
Information Center/Tourist Bureau/PARK STREET
Museum of the American China Trade/MILTON
Museum of Transportation/SOUTH STATION
Ocean Lines/Commonwealth Pier/bus from SOUTH STATION
Outdoor performances/Hatch Shell/CHARLES-MGH

Program Emphasizes Young Teens' Developmental Needs

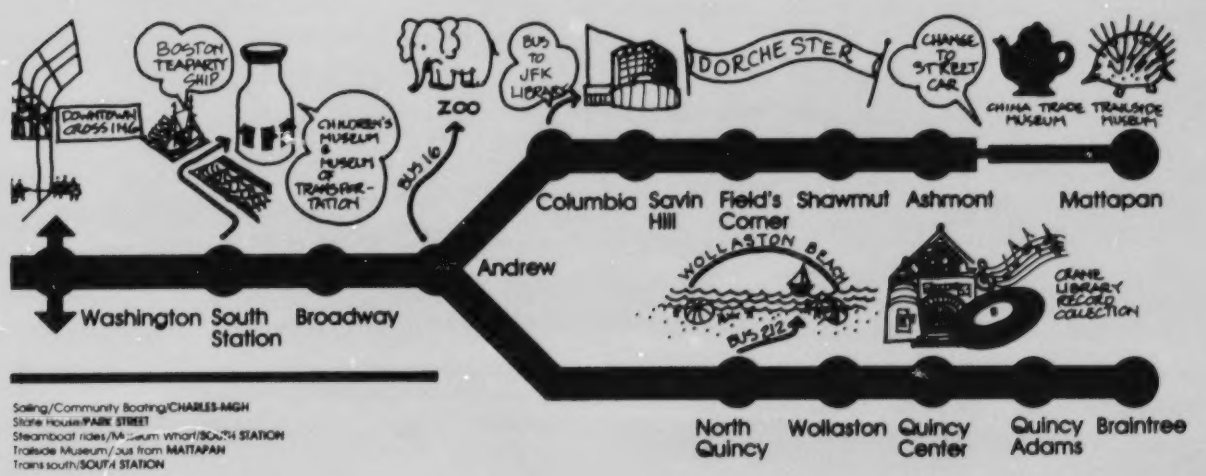
meeting young adolescents' needs

One of the most striking aspects of Detours is its responsiveness to the developmental needs of young adolescents. The purpose of the program is to help young people gain the independence to explore the city on their own and to know where exciting things are happening. Young adolescents need diverse activities that go beyond sitting in front of a television set or throwing balls into basketball hoops after school. Detours encourages them to explore new vistas, whether recreational or cultural, gives them the skills to do so, and then lowers or eliminates the cost of exploration.

The format of Detours' maps and guides reflects the program's sensitivity to adolescent development. As Jim Zien says, young people's drawings of cities do not indicate an awareness of spatial relationships; rather, they are all linear. Southworth designed the popular Detours subway map, based upon the idea that up to about age 15, young people's notion of where they are is sketchy. They simply know they are going from one spot to another, not in what direction they are headed. The map is therefore linear in design, disregarding direction and emphasizing destination. It includes only what the young traveler needs to know to get from one place to another in clear, straightforward drawings and prose. The trip guides, on the other hand, attempt to combat linear thinking, or, as Zien says, they are "diversions away from linearity," as is the program's name.

While the lure of Detours is getting to go to interesting places, young adolescents are also building their sense of competence and achievement. They become proud of their ability to get around an exciting city like Boston with their friends or on their own. Almost without knowing it, they are learning about the history of the place they live in, exploring possible future careers, taking in the arts, getting to go to sporting events, and seeing the behind-the-scenes reality of places they know only sketchily, if at all. For example, a notice from the March 1982 newsletter reads:

> Trip: Inside Channel 4. Be an eyewitness to the making of the news! You'll learn how a live television program is put together by talking to a producer and watching the preparations for the 5:30 newscast. We'll even visit the scenery shop to see how the sets are made. In the master control room you'll be on the *sending* end of the signal that goes into your TV at home. Then at 5:30 "it's showtime" for "Live on 4." Tues., Mar. 23, 3:30–6:30 p.m.



If members and nonmembers alike need greater structure, they can choose to go on the guided trips that have become so popular, thereby having opportunities for positive social interaction with peers and adults in a more structured setting.

The passport is another concrete example of the program's responsiveness to the age group. Young adolescents are joiners. They want to belong to something. The passport is an "official" sign that they are a part of something larger than they are, but something large that they can have a stake in.

The program also appeals to young people's need for physical activity, making them mobile in a large city that has much to offer them beyond their own small neighborhoods. All the guides call upon the young people's curiosity and creativity as they explore their larger environment:

> Trip: Police Crime Lab. Calling all super sleuths. You'll be able to give Sherlock Holmes some competition when you learn the tricks of the detective trade at the Boston Police Department's Forensic Crime Lab. Expert criminologists will show you how they analyze the evidence including fingerprints, hairs and fibers, tool marks, and blood samples. Look through a microscope with Detours and see scientific crime solving in action. Wed., June 9, 3:15–5:00 p.m.

And finally, the program is fun. If it were not, no one would attend and Detours would not have to worry about how to serve large numbers of people on the program's small budget.

Staff Creativity is Key to Program

Membership is one way that Detours knows it is doing a good job. Nonetheless, the program is in a "catch-22" situation. Since the program by definition encourages young people to use its materials independently, the staff members have difficulty knowing what the outcomes are, outside of getting sporadic feedback from members and parents. Parents do report to the staff that they are satisfied with the program; some have expressed astonishment at their children's comfort with travel on public transportation.

physical plant

A program like Detours needs little more than an umbrella agency that gives it office space and credibility, a small budget, and a creative staff. Detours members rarely, if ever, see the Children's Museum (though most visited when they were younger), which houses the small staff in an office the size of a large storage closet. Unlike other after-school programs, Detours has no set hours, nor does it have an established meeting place with a schedule of on-site activities. Instead, it draws on the resources of the city. Its purpose is to get the youngsters up and out of their usual haunts. There is a Detours bus, which was originally designed to take staff members out into the community to meet potential Detours clientele. The bus has not worked out as planned and is now a gas-guzzling, broken-down old albatross, unusable in the cold Boston winter. However, it has had a great advantage as a publicity tool: it is a draw to local newspapers, many of which have photographed it and then written enthusiastic articles about Detours. It also made its debut on television in a 30-second public service spot that has been very successful in recruiting members to the program. (When the spot airs, Detours gets 30 to 40 calls a week, answered by staff or by a recorded message about the program.)

staff

Of course, a brilliantly creative staff has also helped Detours become the success that it is. Jim Zien's background is in museum work. He ran the Department of Community Programming for the Children's Museum, got grant funds to bring in community groups, and combined and ran the educational and community components of the museum, which then became the Resource Center. His graduate work was in edu-

cation, and his specialty is curricula for the young adolescent age group. Dorothy Merrill, the Resource Center's associate director, conceived and wrote most of the activity guides.

The current Detours project manager is Susan Porter Bruce, a junior high school teacher who switched to museum work. She is in charge of budget, coordination, and planning, in addition to developing the trip guides that are intended to be self-led by individual young people. Bruce is assisted by Dave Howells, who has a background in camp counseling and YMCA work. In addition, a volunteer who served as the newsletter editor has become a paid half-time employee.

funding

As of December 1982, Detours received major support from the Edward W. Hazen Foundation. Additional funding has been received from the Lilly Endowment, the DeWitt Wallace and L.A.W. Funds, Stone and Webster Engineering Corporation, and the Massachusetts Council on the Arts and Humanities. With a current budget of $40,000, these are clearly small grants that require a great deal of energy to secure now that the original NEH grant has expired. As federal cutbacks hit the program in 1981, a grant from the Urban Mass Transportation Board was canceled, despite the fact that the grant had been approved and the award made.

Fees do not cover even minimal costs. About 700 members pay $5 a year, a fee set only after great thought and consideration. The staff wanted to set the figure high enough to make the program seem worthwhile, but low enough that a young person could afford it if parents could not pay. They also wanted parents to be able to afford to pay for more than one child in the family. The fee bears no relationship to actual costs, nor was cost considered when the fee was set.

Program Truly Belongs to All

community and participants

The Museum is not in a residential neighborhood. Located on the water, it is surrounded by other industrial buildings, the Museum of Transportation, the Boston Tea Party Ship, and the Hood milk bottle refreshment stand. It is, however, near enough to several neighborhoods to enable youngsters to walk to it: Chinatown, the Italian North End, and Irish Charlestown. But it hardly matters since the program's community is the entire city. In fact, the location of the Museum, near but not in any particular ethnic neighborhood, makes it easier for Detours to be seen as belonging to all.

Most of the paying members are middle class, although many are from working-class and upper-middle-class areas. There are also nonpaying members, since the program has distributed free memberships, many of them corporate-sponsored, to inner-city children. Approximately two-thirds of the members pay the membership fee of $5 a year.

While the program is open to 11- to 16-year-olds, almost half are in the 12- to 13-year-old range. About 50 of the members are regulars who tend to go on trip after trip, no matter what the subject matter. Most of these Detours enthusiasts are boys, in part because the trips often have subject matter that is of greater interest to boys (e.g., a trip to the Boston Garden area where a former big-league hockey player took them on a tour of the training and dressing rooms), in part because parents worry about girls' safety.

Rather than separating and shielding young people from the city, Detours enables them to get around the city safely and independently. Its slogan, "DETOURS: The Organization for Kids Who Are Going Places," expresses the enrichment opportunities that are Detours' gift to the young adolescents of Boston.

COMMUNITY RECREATION PROGRAM

Presbyterian School of Christian Education
1205 Palmyra Avenue
Richmond, VA 23227
(804) 359-5031

No. 4

- ✓ arts
- ___ academic enrichment
- ___ after-school day care
- ✓ community service
- ___ career education/jobs
- ___ counseling
- ✓ recreation
- ___ religious education

FACTS AND FIGURES

Contact person: Glen Bannerman, Professor.

Program's mission: To provide after-school recreational opportunities for young people in grades K-12; to provide practical experience for PSCE students in the Recreation Curriculum; and to offer intergenerational recreational activities.

Ages: Grades K–12.

Number served: 250/week (young adolescents: 75/week).

Staff size: Two full-time, five part-time scholarship workers, and 10 to 12 part-time student interns.

Major source of funding: PSCE.

Budget: Not available.

Program's cost per child: Not available.

Fees: 25¢ skate rental; 50¢ crafts materials charge.

Physical plant: Large basement and two other rooms at PSCE.

Hours: M–F 3:00–5:00 P.M. (open evening hours three days/week).

OF SPECIAL INTEREST

Recreational ministry.

Simple format of program.

Community service activities for participants.

PSCE students as staff members.

Community Recreation Program

background

There might not be a Community Recreation Program at the Presbyterian School of Christian Education (PSCE) if not for a mistake in duct-work. In 1967, neighborhood teenagers were breaking into PSCE's recreation room to play pool and Ping-Pong. To combat the problem, Glenn Bannerman, a faculty member at this two-year graduate school, along with his recreation class, began teaching tumbling to neighborhood kids once a week on a lawn. Over 50 young people came; however, it was clear that the neighborhood needed more recreational outlets than tumbling. As luck would have it, the graduate school's food facility was expanding into an unused basement. Because of a construction error, the basement did not have adequate ducts for the projected cooking facilities. Bannerman said, "Give the basement to me for a roller-skating rink," and the school did. A new concrete floor was poured for the rink, and thus began a recreation program revolving around roller-skating and international folk dancing, serving approximately 250 young people in kindergarten through twelfth grade weekly.

The basement in which the skating program is held is large, but it is decorated in such a way as to give an impression of festivity and coziness. The brick walls of the 100-by-78-foot rink are covered with bright, glossy murals. The lighting varies according to the mood desired—the room can be either very brightly lit or intimate, with one color or many. Crafts are in another room (80′ x 34′) that adjoins the program office; dance practice is held evenings in a large room (60′ x 42′) located under the craft shop. Both the craft shop and dance room are warmly decorated with attractive Pennsylvania Dutch symbols in bright colors of red, blue, and yellow.

Program Does Not Have to be Complex to be Effective

In 1981, the Community Recreation Program received the Katherine Hawes Award for Effective Youth Ministry from Richmond-area Presbyterians, and for good reason. With dancing, skating, and crafts as its backbone, the program serves its community, the north side of Richmond, Mondays through Fridays from 3:00 to 5:00 P.M., with a deceptively simple program (see sample fall schedule on next page).

program

Over 50 seventh through twelfth graders meet at PSCE Thursday nights to learn international folk dances and clogging. When they go out into the community to perform at prisons, hospitals, and nursing homes, they join the audience for sharing and "sit-down dancing." Then they extend a hand for partners from the audience to join in. Besides these visits, some of which are specially funded, the dancers have performed at church family-night suppers, crafts fairs, the Virginia State Fair, in schools, and in shopping malls. Wherever they perform, they bring the same message: dance is a participatory art form, something to do for and with others, to do well, and for the pure fun of it.

"Let's Clown Around" teaches basic skills in clowning, makeup, costuming, sign language, and mime to boys and girls in fourth through twelfth grade. "International Folk Dance for the Young," open to third through sixth graders, stresses basic steps in a variety of international folk dances. In addition, the craft shop, filled with accessible supplies and big tables, is open to everyone once a week during the school year and daily in the summer. It is also open to the public one night a week, when it is supervised by a student. But the most striking part of the program in the after-school hours is found at the rink, where an average of 30 young people at any given time, with skills ranging from basic survival to advanced figure skating, skate amidst the whirling lights.

Monday	Small Skate (Grades K-3) 3:00-5:00 P.M.	Family Night Skate 7:00-8:30 P.M.		
Tuesday	S'more Skate (Grades 4-12) 3:00-5:00 P.M.	International Folk Dance For the Young (Grades 3-6) 3:30-5:00 P.M.	Basic Photography (Sr. High-Adult) 7:30-9:00 P.M.	
Wednesday	S'more Skate (Grades 4-12) 3:00-5:00 P.M.	Let's Clown Around (Grades 4-12) 4:00-5:00 P.M.	Music Time (Grades K-1) 4:15-5:00 P.M.	
Thursday	Small Skate (Grades K-3) 3:00-5:00 P.M.	Figure Skate 5:00-5:45 P.M.	International Youth Dancers (Grades 7-12) 7:15-9:00 P.M.	Evening Crafts (Sr. High-Adult) 7:00-9:00 P.M.
Friday	All Skate 3:00-5:00 P.M.			

community and participants

The program is situated in a middle- and lower-middle-class, integrated, bi-racial neighborhood. It is considered a neighborhood program; nevertheless, young people come from all over Richmond for the skating rink and dancing. Three times a year, a publicity mailing goes out to everyone on the program's roll and to neighborhood churches, women's clubs, and civic associations. In addition, the program gets publicity from write-ups of its activities in the Richmond press.

The skaters are both black and white, about 50% each. On the other hand, the Youth Dancers are white; black teenagers do not choose to take part.

grouping

While young adolescents have times of their own in this program, they are not isolated from younger children, older adolescents, or adults. Some roller-skating sessions are open to fourth through twelfth graders only; others are open to everyone. When "Small Skate" meets, appointed junior and senior high students help the children in kindergarten through the third grade to learn the skating fundamentals. And at "Family Night Skate," parents must accompany their children. Young adolescents through sixth grade are included in "International Folk Dance for the Young," whereas "Let's Clown Around" is open to children and teenagers in fourth through twelfth grade. In other words, grouping by age varies according to the activity.

A record of attendance is kept for every activity at the Community Recreation Program. While parents are not called if their youngsters are not present, they may call the program to find out if their children are there. Because of the high ratio of adults to youngsters in the program, the level of supervision is high and personalized.

Giving Participants Responsibility Has Positive Impact

summertime

During the summer, a seven-week session is structured around a theme. For example, Narnia, the fantasy country from *The Lion, the Witch, and the Wardrobe* by C.S. Lewis, was the theme for the summer of 1981, and all interested program participants were involved in a production based on the novel, in addition to taking part in skating, crafts, puppetry, and dance. Summer program participants also do volunteer work one morning a week. For example, they may weed, plant shrubs, clear a wooded area at a retreat site, or work on the PSCE campus, helping out with clerical chores. Junior and senior high school students help supervise games, nature crafts, and swimming in the afternoon. At the end of the summer, they all receive a certificate acknowledging their service.

On the average, PSCE receives two hours a day of service from its young adolescent members during the school year and four hours a day during the summer, testimony to the fact that when young people are given responsibility, they become valued resources. In fact, when program director Janet Kell is asked what mistakes they have made in the past, she points to one: when the program began, the staff treated junior high kids like the irresponsible people they were reputed to be, with poor results. When the staff changed, granting responsibility to the young adolescents attending the program, they responded in kind; the initial behavior problems ended.

Program Trains Future Youth Workers in Recreational Ministry

staff

The Community Recreation Program was actually born out of two needs: the need of the surrounding community for recreational offerings and the need of the graduate school for practical experiences for students in its recreation curriculum. Responding to these two needs, and also to the driving force of Bannerman, PSCE now offers a course called Recreational Ministry. All students in this course are involved in the Community Recreation Program, which is therefore well staffed. It is directed by Kell and supervised by Bannerman, who is Professor of Recreation and Outdoor Recreation. Both have master's degrees in Christian Education from PSCE and co-teach the recreation ministry course. (In addition, Bannerman is a recognized expert on international folk dancing.) Kell, who is an Instructor of Recreation, began as an intern in the program and stayed on, at first supported by community contributions, then by PSCE.

The roller-skating program is run entirely by the PSCE students. As part of this one-semester practicum, they check young people into the rink, patrol the area, handle first aid, clean up, and meanwhile establish loving relationships with the youngsters. In addition, they and five scholarship workers (paid by PSCE to work for a full year in the program) can develop and direct a new activity like aerobic exercise or clowning, as well as helping with crafts, dance, and music.

College Affiliation Lowers Costs

funding

The Community Recreation Program is funded primarily by PSCE. Local citizens and institutions make contributions to the program; participants pay modest fees for certain activities, such as skate rental (25¢) and using materials in the craft room

(50¢). The Youth Dancers receive $50 per trip annually from the Federated Arts Council of Richmond through its Special Audiences Project for contracted performances in nursing homes, hospitals, and prisons.

PSCE is assessing the cost of the program, which was to have its own budget for the first time in 1983. Because it is staffed by students and held on a graduate campus, the actual out-of-pocket costs of the program are lower than they would be otherwise.

Staff Planning Stresses Young Adolescents' Needs

meeting young adolescents' needs

In all its planning—the staff meets weekly in planning sessions—responsiveness to the developmental needs of young adolescents is evident. For example, young adolescents' need for diverse activities is seen in the choices that are offered them: skating, folk dancing, and clowning. Sometimes, through these activities, opportunities for self-exploration or self-definition present themselves, as in the case of a troubled girl who was reached by the staff through her promise as a skater and who now skates in the center of the rink, entertaining, socializing and teaching skills to a small group of younger girls.

Young adolescents get to explore their leadership skills as they help out in classes with younger children and when they take over during PSCE staff members' vacations. Particularly striking are the opportunities for meaningful participation in the community as well as in the program. Performing in nursing homes, detention centers, psychiatric treatment facilities, and other institutions where people are shut in, the Youth Dancers promote interaction both between the dancers and the residents and among the residents themselves. And it follows that there are many opportunities for competence and achievement. The Youth Dancers group is open for new membership in September and October, but closed after that time until the following year so that the dancers can learn the steps, polish their skills, and learn to work together as a team. They also make the costumes they wear during performances. In addition, junior and senior high students help teach skating and supervise the skating rink when young children are skating, almost managing the rink during PSCE's semester breaks.

Young adolescents' need for physical activity is what this program is most responsive to, but that does not overshadow their need to take leadership roles, to make a difference in their community, and to achieve an expanded sense of their competence and self-worth. Nor does it minimize their need for structure and clear limits. Rules pertaining to safety and comportment that govern the skating rink are painted on one of the walls of the rink. Other rules, particularly those related to drugs and alcohol, are clearly understood and accepted by the young participants.

But most of all, this program is fun. Bannerman is a relaxed but seasoned administrator who has always considered recreation and having a good time to be serious business. According to Bannerman, ministers and other clergy need to know how to play with young people if they are to be effective; thus the importance of recreation in ministry and the lack of overt religiosity in this program. According to Kell, recreation ministry has two purposes: providing recreation for its own sake, and "providing young people with an alternative to what the world calls them to be involved with. We tell our Christian story through the music we play, the discipline we demand, the emphasis on seasonal craft projects, and our concern for each individual."

The Community Recreation Program does not evaluate its activities in terms of outcomes. The program reflects the church goal of serving its community. It also provides an excellent practicum for some of the PSCE graduate students, which, it is as-

sumed, will increase their effectiveness in the future. While the participants do not have a formal voice in the program, they are enthusiastic about what is offered. The fact that so many young people attend the program indicates that it speaks to their interests and needs. Likewise, the fact that the Youth Dancers are so popular city-wide attests to the service they are providing. The evaluation of the program is impressionistic and anecdotal. Kell plans to form an advisory board that will guide some of the program decisions and assess community needs and wishes. This board will be a means by which parents and young people can express their preferences and their evaluation of the program.

The commitment with which Bannerman and Kell approach recreation ensures that the young people who attend their program will have fun in the after-school hours in a safe, caring environment. At the same time, a new generation of seminary students is learning in practice what textbooks have told them serving this age group is all about.

DERBY COMMUNITY EDUCATION

Derby Unified School District No. 260
120 East Washington Street
Derby, KS 67037
(316) 788-2876

No. 5

- ✓ arts
- ✓ academic enrichment
- ___ after-school day care
- ___ community service
- ✓ career education/jobs
- ___ counseling
- ✓ recreation
- ___ religious education

FACTS AND FIGURES

Contact person: Sondra Vedock, Director.

Program's mission: To create a community-wide commitment to lifelong education for all citizens of all ages; to make fuller use of school buildings beyond the hours of the traditional school day; to give all Derby citizens a sense of ownership and pride in their public schools.

Ages: Preschool to adult.

Numbers served: 2,000 of the community's 15,000 residents (about 25% are young adolescents).

Staff size: One full-time, one half-time, plus paid instructors for individual courses, and scores of volunteers.

Major sources of funding: Mill levy, resulting from community referendum; participant fees.

Budget: Approximately $48,000/year (includes salaries, supplies, utilities, custodial services).

Program's cost per child: Not available.

Fees: Vary with activity offered.

Physical plant: School buildings and playfields: six elementary schools, two junior highs, one high school.

Hours: Vary with activity offered.

OF SPECIAL INTEREST

Creation of a coordinating agency to avoid overlap in services.

Use of public school buildings and facilities for community programs.

Funding via a special referendum.

Cost cutting through shared facilities.

Winning broad-based community support.

Integrating programs for young adolescents with activities for all ages.

Derby Community Education

At a time when other communities worry about cutbacks in youth programs, Derby, Kansas, is fast developing new activities. While parents in other communities wring their hands and decry the lack of opportunity for their children in the after-school hours, parents in Derby have the good fortune to watch their children choose among a plethora of activities: team sports, language classes, music and dance, aerobics, cooking and sewing lessons, survival skills workshops for young people who are on their own after school, Junior Achievement, and dozens of locally sponsored contests that recognize such skills as speaking and writing. The list seems endless, providing young people myriad opportunities for wholesome growth and development.

Community Education Benefits All Citizens, Including Youth

background

Derby has a long history as a child- and family-centered town that rightfully takes extraordinary pride in what it does for its young people. Most civic organizations in Derby sponsor youth activities; for a few, youth programming is the focus of their yearly fund-raising efforts and virtually the reason for their existence. However, until recently, there was no coordinating agency that scheduled youth activities or published information to promote programs throughout the Derby area. This meant that newcomers and even long-term residents might have difficulty finding out about available activities. And, since no local agency was coordinating programs, conflicts in scheduling and overlap in services were unavoidable.

One Derby citizen who was acutely aware of this problem was Sondra Vedock, an English teacher at the local high school who also served as the part-time director of the Derby school system's adult education program, which provided noncredit enrichment courses for people over 18 years of age. Vedock saw other problems as well: "Before community education, we had 'adult education' and young people were not permitted to participate. One of my unhappiest experiences as the director of adult education was the day that I had to evict some high school girls from an aerobics class." In addition, Vedock felt strongly that public school facilities belonged not just to the town's school children, but to all tax-paying citizens — "incredible facilities" were going to waste that could benefit the entire community.

In an effort to find a solution to these problems, and believing that she had done all that she could do for adult education, Vedock began looking into the concept of "community education." Vedock says community education is difficult to define, but can be described as a "process for enhancing the lives of the people of a community by: 1) meeting the learning needs of all the people, 2) facilitating interagency cooperation and the sharing of resources and facilities, 3) broadening the horizons of individuals, and 4) promoting a sense of community spirit." She adds that "anytime there is a problem, people come to Derby Community Education to see if anything can be done about it. We take care of our own, and we are proud of that."

Vedock applied for and received a $5,000 grant from the Charles Stewart Mott Foundation that enabled her to conduct a feasibility study to explore the concept of community education in Derby. (Vedock learned about the Mott Foundation from the Center for Community Education in Manhattan, Kansas.) She also began to talk to other Derby citizens about community education and organized the Community Education Council, composed of representatives from virtually every town agency, institution, and organization.

Mobilizing Support Takes Aggressive Organizing and Networking Skills

Vedock's organization of the Derby Community Education Council appears to offer a recipe for success. She approached every major organization in Derby and asked that a Council representative be appointed. She went to community agencies, such as the library, the police, the town council, and the recreation department, and elicited delegates to the Council. Groups such as the Ministers' Association, the Retired Teachers' Association, and the Piano Teachers' Association were also asked to elect Council representatives.

Key figures who could make or break the fledgling community education program, such as the school system's custodial supervisor or the editor of the local newspaper, were also invited to participate or to send a delegate. To ensure the participation of newcomers, even the Welcome Wagon was invited to have a Council delegate, as was every school in the district. The original council comprised 37 people. (The group's number has since grown as additional organizations have sent representatives.)

The Council tried three times before it was able to convince the Derby school board to approve the concept of community education. However, the board still would not agree to fund the program. Fortunately, the Council's broad base of support enabled its members and Vedock to orchestrate the passage of a Derby Community Education referendum in 1981.

The referendum created an umbrella agency within the Derby school system that allows civic organizations, public schools, and other city groups that offer recreational and educational activities to pool their resources. (Derby is only the third community in the United States to approve such a referendum.) Unlike the former adult education program, Derby Community Education offers activities for all of Derby's citizens. Now, Vedock explains proudly, the town offers aerobics for young people in after-school classes, and rather than being chased out of enrichment courses, high school students are actually teaching skills ranging from acting to cheerleading to chess. In addition, the referendum mandates that public school facilities be made available free to individuals and groups wanting to offer activities. "These people really wanted to get inside those school buildings," says Vedock. In fact, since Derby Community Education began in 1981, community use of school facilities outside of the school day has gone from virtually zero hours to 9,500 hours per year.

Coordinating Activities Ensures Broad Distribution of Services

Derby Community Education serves as a catalyst, enriching and building upon what has always been an excellent potpourri of youth programs in Derby. In addition, it has quickly managed to improve the coordination and delivery of services by publishing an activities brochure three times a year. Bearing Community Education's motto—"When People Care About Each Other...Learning is Forever"—the brochure lists everything from Community Education's enrichment classes, to the physical activities sponsored by the Recreation Commission, to the County Extension classes, the local Mental Health Association workshops, Derby Police seminars, Wichita State University extension courses, and Derby Arts Council classes. Local civic organizations also are invited to list their activities in the brochure.

Publicizing the full range of activities in one eight-page brochure not only saves time and money, it saves futile effort, too. Scheduling conflicts can be avoided; activi-

ties can be distributed equitably throughout all the areas of the school district to enable all residents to participate.

staff

Vedock is the school district's sole full-time Community Education employee. Working with a half-time secretary, Vedock prepares the Community Education brochures, supervises their distribution, enlists paid and volunteer class leaders, and works closely with school administrators and the Community Education Council.

Vedock has a master's degree in school administration and has also participated in the Charles Stewart Mott Foundation's community education training program, which she praises highly: "I knew so little about community education before I started. I didn't even know that some people don't follow the step-by-step process that was described in the training. I followed the principles to the letter, and I think that helped us to achieve real community education in Derby."

Most Important Ingredient is Adults Who Care

Derby Community Education is special not only for what it has accomplished but also for what it represents. The story of Derby is the story of adults who care deeply about young people and who work hard to transform that care into direct action.

community and participants

A highly transient community, Derby has a young population, the majority of whom are families with school-age children. Many of Derby's 15,000 citizens have arrived within the last three years; few are lifelong residents. Many are early retirees from the U.S. Air Force, who were at one time stationed at nearby McConnell Air Force Base.

Derby's school district encompasses three principal areas: the town of Derby itself; Oaklawn, a post-World War II housing development outside the city limits; and McConnell Air Force Base. Derby is a middle- to upper-middle-class community located about two hours from Wichita, with sturdy single-family dwellings, duplexes, and a few apartment houses, manicured lawns, and well-planned, winding streets. Most of Derby's elementary schools are within easy walking or biking distance. The town is relatively homogeneous: 95% of its citizens are white, and about one-half the population is Catholic, the other half Protestant.

Oaklawn has a much more diverse population, economically and racially. Many of the area's two-bedroom frame homes are owned by absentee landlords, and the houses show varying signs of age and wear. The area's population is about 30% black, and there is a sizable Laotian immigrant minority, as well.

Over the years, Derby's school system and other community activities and organizations have developed a reputation for excellence in Kansas. "Excellence breeds excellence," explains Larry Gould, Derby's 1982 Citizen of the Year. "People who choose Derby (over other nearby Wichita suburbs) are probably highly family-oriented. They want their children to have a fine education. They want a choice among lots of excellent youth programs."

Voluntarism is a community ethic in Derby. "The difference between Derby and a lot of other communities is the fact that people *ask* you to do things here," says Vedock. "I had no sooner moved into town than I was asked to help out with Scouts, my husband with team sports. It is just plain antisocial not to contribute time to maintaining activities for kids."

Derby is also a highly organized community, with numerous clubs and civic organizations, including the Jaycees, Kiwanis, Optimists, Soroptimists, Extension Home-

makers Union, the Knights of Columbus, Lions, and many others. The town has 18 churches. Most local government activities are voluntary, including the ambulance corps (with its squad of 60), the Park Board, the Fire Department, the Planning Commission, the Board of Zoning Appeals, the City Council, the Capital Improvement Commission, and the Community Education Council.

Program Builds on What Community Already Offers

program

The zeal with which the adults in Derby's community clubs and civic organizations plan and sponsor activities for youth is impressive. The Optimists, for example, sponsor a Youth in Government program, the Bike Safety program, Youth Appreciation week, a vocal music contest, and numerous sports activities. The local VFW underwrites, among other things, baseball, Little League bowling (150 young people every Saturday morning), and the Voices of Democracy oratory contest. The Lions Club has built a community park, sent the soccer team to state and national tournaments, established "Reading Is Fundamental" in the public junior high schools, and held a junior high sock hop every month for the past 20 years.

Even businesses get involved in local youth activities. The Farmers and Merchants State Bank, for example, sponsors an essay contest for sixth graders in Derby every year.

Religious groups, too, sponsor a wide range of programs for young people. The Knights of Columbus is fostering the development of a new organization for teenagers, PRIDE. In other communities, this national organization involves young people who are actual or potential substance abusers. In Derby, the organization is open to all young people, ages 12 to 17, who are interested in participating in community improvement projects.

Unless the instructor or leader specifies an age-group preference, classes listed in the Community Education bulletin are open to all ages. After-school classes are designed to appeal mainly to children; a greater age-group mix is more likely on evenings and weekends.

The diversity of activities offered for all age groups would be staggering in a large city, even more surprising in a town with 15,000 residents. A recent brochure described 118 separate classes and programs. The following list of after-school, weekend, and evening activities available to all Derby, Oaklawn, and McConnell residents is by no means inclusive: acting, aerobics, auto mechanics, ballet, bubblegum cookery (for fifth and sixth graders only), cake decorating, candy making, conversational French, Spanish or German, creative photography, dog grooming, dulcimer playing, gardening, genealogy, horsemanship, how to succeed as a working mother, job burnout, microcomputers, microwave cooking, model building, self-defense, sign language, soccer, Victorian penmanship, weaving, weight training, and writing (for parents and children).

One of the popular after-school classes for school-age children is a National Campfire Girls program offered by the local Campfire agency through the Community Education program. Called "I Can Do It," the eight-week (one hour/week) course trains young people to be self-sufficient when they do not have access to parents or other adults in the after-school hours. Campfire charges $12 for the program but admits children free of charge if they cannot afford the tuition.

Campfire also sponsors a "latchkey" program in two local schools, caring for children up to the age of 12 who need before- and after-school supervision. The pro-

gram operates from 7:00 A.M. until school starts (breakfast is served to participants), then reconvenes after school until 6:00 P.M. The cost is $3 a day during the school year; $35 a week for an all-day (7:00 A.M.-6:00 P.M.) program in the summer.

Public Access to School Facilities Benefits Both School and Community

Many of the Community Education activities are free of charge; some require modest fees. Eight ballet lessons, for example, cost $3.50; nonresidents are excluded from free classes and asked to pay one-and-a-half times the fee amount of courses requiring tuition.

The Community Education principle of public access to school facilities helps to keep costs low. Ballet lessons would be much more expensive in a private studio, where instructors would have to pay for rent, utilities, and maintenance. Director Vedock cites a comparable decrease in costs of the Optimists' soccer program. "Soccer used to cost families twice what it does now that we have Community Education, because the Optimists had to pay high fees for the use of the school fields and for the custodian who maintained the fields. Now they pay a minimal cost for the use of the facilities, and the school system provides the custodian through the Community Education budget. There are 750 young people involved in soccer; all are benefiting."

funding

The passage of the Derby Community Education referendum guaranteed that permanent funding support for Community Education would be tied to the school levy, with Community Education receiving one-half of one mill (equal to approximately $1.95/year for a taxpayer with a $50,000 home). However, Vedock points out that since Community Education courses are cheaper than the adult education courses were, and since all school facilities are now freely available to the public, most Derby citizens more than recoup this added tax expense.

In its first year of operation, Community Education received $48,000 from the mill levy, and a small subsidy from the Mott Foundation, which expired after the second year, that helped the program to gear up even before the referendum passed. User fees accounted for less than half the budget in the first year, or about $20,000. A cost-of-living provision in the referendum allows the amount of the Community Education appropriation to rise as the school system's budget rises. Community Education's budget covers the salaries of Vedock and her assistant, supplies, utilities, and custodial services.

Considering that 2,000 people are served by Community Education, the costs of the program are extraordinarily low. "The levy is a simple way of financing community education, which unfortunately most people don't think of," says Vedock.

outcomes

School Superintendent Theador E. Jones points out that Community Education programs help to reduce maintenance costs, because the entire community acts as a "security system" for the public schools. He cites the example of the high school's outdoor track. With its $150,000 rubberized surface, the track had been kept locked up, inaccessible to any but classes and teams from the high school. There was constant worry about the potential for vandalism that would ruin the expensive track surface. Since the advent of Community Education, however, the track is open to local residents from 6:00 A.M. until 11:30 P.M., at any time when it is not being used for school activities. "Residents are on the track at all hours," says Jones, "and there has not been one bit of damage to its surface. People are our best security." Since Community Education began in 1981, vandalism costs in the public schools have been reduced to less than $100/month from $400/month.

Community Education also serves to keep Derby's adults involved in and supportive of their schools even when their children are no longer enrolled. Best of all, according to Jones, is the fact that the program helps Derby's highly transient population to develop a sense of community, making the schools their focal point. The new Laotian immigrants offer a stunning example: many Laotian parents had never set foot inside a school building in their native land. Now, in Derby and Oaklawn, they attend English classes. Their involvement in the schools has helped them understand and support their children's education.

Community Education Offers Young Adolescents Special Benefits

Community Education has established a network of enrichment programs that has helped to bring all local residents greater opportunities to learn and to share their talents. For the community's young adolescents, there have been several special benefits.

meeting young adolescents' needs

First, Community Education offers a wide range of after-school, summer, evening, and weekend activities that are easily accessible to a population too young to drive. A simple walk to the neighborhood school is the avenue to participation in team sports, enrichment classes, games, and interest groups.

Further, the Derby tradition of adult support for youth activities has been enhanced by Community Education. The easy access to school facilities and to the publicity offered by Community Education's brochures greatly streamlines the process of coordinating and organizing such activities. Thus young adolescents have even greater opportunities for interaction with other peers and adults.

Vedock's encouragement of young people to teach as well as to take classes is a real boost to young teenagers, who thrive on recognition of their areas of competence. Younger children, too, are delighted to learn to play strategy games, to act, or to lead cheers, from teenagers. "At first I thought Sondra was crazy to ask kids to teach," comments one school official about Vedock's encouragement of youth participation. "But I have to admit she was right. Kids are quite skillful and responsible if you give them the chance." Derby Community Education gives young people that chance—to learn, to get involved, and to be a part of, rather than apart from, their community.

HARBOR SCHOOL-AGE CENTER

Boys Harbor, Inc.
1 East 104th Street
New York, NY 10029
(212) 427-2244

No. 6

- ✓ arts
- ✓ academic enrichment
- ✓ after-school day care
- ___ community service
- ✓ career education/jobs
- ✓ counseling
- ✓ recreation
- ___ religious education

FACTS AND FIGURES

Contact persons: Bernadette Edwards, Director, Senior Education Program; Katharine J. Flack, Director, Junior Education Program.

Program's mission: "To act as a supplemental educational program. . . to provide [youngsters] with opportunities to explore diverse educational and social experiences which may not be afforded by their existing schools or communities."

Ages: 6-14.

Number served: 190 (young adolescents: 90).

Staff size: Two full-time, 18 part-time, plus interns, work-study students, and short-term specialists.

Major sources of funding: New York City Agency for Child Development, foundations, corporations, federal and state sources, private donors, and fund-raising events.

Budget: $300,000/year (all inclusive).

Program's cost per child: $1,765/year.

Fees: Sliding scale from $1/week to $35/week.

Physical plant: Occupies space on three floors of large building leased from New York City.

Hours: M-F 2:30-6:30 P.M. (school holidays and summer: 8:00 A.M.-6:00 P.M.).

OF SPECIAL INTEREST

Municipally funded after-school care for young adolescents.

Retention of young adolescents in child-care program.

Highly varied academic enrichment.

Staff choice in activities offered.

Fund-raising events.

Harbor School-Age Center

The Harbor School-Age Center's brochure proclaims, "The Harbor Center offers a unique educational experience for young people, ages 6–14." At the Center, boys and girls are engaged in such varied activities as dissecting vertebrates and invertebrates; building their basic academics in reading and math; studying cultural folk tales and mythology; participating in mime, chorus, and drama classes; learning to express themselves through the visual arts; and many other academic, cultural, and recreational pursuits. This after-school program is part of a large complex of youth-serving programs called Boys Harbor, which serves thousands of young people annually. Harbor programs include a sleep-away summer camp in East Hampton, Long Island, peer counseling, social services, career and vocational training, Upward Bound, the Teenage Alcohol Abuse Prevention Program, the Harbor School of Performing Arts, and other prevention, educational, and social service projects.

background

The name "Boys Harbor" derives from the origin of the program in 1937, when Anthony Drexel Duke began a small summer camp as an alternative to the long, hot urban summers for Jersey City and New York City boys. The summer camp program, although an important surrogate environment, was inadequate to meet the pressing needs of city youth, and it evolved into the multiservice organization that exists today, serving both boys and girls. Now, the summer camp program is considered the country annex of the Manhattan facility known as Boys Harbor.

The history of Boys Harbor is a story of the intertwining of the entitled and disadvantaged on behalf of urban youngsters. The power and vision have come from people like Duke, now chairman of the board, president, and treasurer; Bishop Paul Moore of the Episcopal Church; and Richard Williams, whom Duke hired at age 19 to be a summer camp counselor. When Williams was subsequently hired in 1954 as Boys Harbor's first full-time caseworker, his budget was $75,000 and the purpose of the program was to follow up on the summer camp participants. Now, as executive director of Boys Harbor, Williams reports to a board of directors consisting of doctors, lawyers, parents, alumni, police officers, fire fighters, philanthropists, corporate executives, and politicians. He administers a budget of $3.5 million a year.

Harbor School-Age Center is the after-school educational and day-care component of Boys Harbor. "On any given day," the *Harbor Cookbook* explains, "it is not unusual to find children of all ages dissecting various species, analyzing salt water life in the marshes, practicing pliés and relevés in dance or preparing nutritious snacks in the classroom with their teachers. It is all part of a hands-on approach to learning that we believe is essential for a sound education." Although the School-Age Center receives day-care funding, it is aggressively an education center, a mission that has its historical origins in the imperative of post-mid-century America. According to the Harbor's 40th Anniversary Report, "Little Rock; Ole Miss; Malcolm X; Martin Luther King; Watts; Kent State; Bussing; inactivity and benign submission were forever in the past. There were vacant seats at the front of the bus, but the ride required a fare. The ticket was education."

Strong Community Ties Nurtured

Boys Harbor is located on the corner of 104th Street and Fifth Avenue, across the street from Central Park. From the roof, the view of the park is close to bucolic. On the street, the area is anything but. It is a crowded, middle- and low-income area where safety concerns are serious. Everyone must sign in and out of the building. Guards police the entry hall and patrol the corridors. Inside as well as outside doors are locked. An intercom is used for communicating with the program director. However, there have been some break-ins and incidences of vandalism. The Center's

newsletter stresses that parents call when their child will be absent, and they are intermittently good about doing so. No student may leave the program early without written permission or a call from a parent. Most telling of all, attendance is taken twice, once at the entry point downstairs and again upstairs in the classrooms.

community and participants

Of the total number of School-Age Center participants, 55% to 60% are black, 40% to 45% are Hispanic. There is a range of income from low to middle partly because of requirements mandated by New York City's Agency for Child Development, which gives the Center money, partly because among minority middle-class families, finding suitable, economical housing in other areas is difficult. While the catchment area for the program is about 97th Street to 168th Street on the East Side (East Harlem), some youngsters come from all over because they learn about the program from relatives, guidance counselors, other social service agencies, by word of mouth, or because they have moved and do not want to leave the program. They walk or take buses or the subway, some from as far north as the Bronx.

Boys Harbor is deeply connected with the community. For instance, the Performing Arts Director of the School-Age Center was responsible for starting the Harbor Junior High School for the Performing Arts, of which she is currently the Assistant Director. This magnet public school, which draws students from as far away as Staten Island, is paid for in part by Boys Harbor: while the city pays for the academic component, Boys Harbor pays for the performing arts component so it can retain some control over what goes on in the school.

In addition, the parents' association is active, its activities concentrating primarily on fund raising and publicity. And while the board is representative of powerbrokers and professionals, it also includes the parents of participants in the program and other community members.

Program Stresses Education, Sports, and Arts

program

Harbor School-Age Center provides academic enrichment, after-school day care, arts, career education, counseling, and recreation to 180, 6- to 14-year-olds. On a typical school day, youngsters arrive between 2:45 and 3:45 P.M. and are immediately served dinner in the cafeteria. The U.S. Department of Agriculture provides funds for this meal up to age 12, but everyone is served, with Boys Harbor absorbing the cost for those not qualified. Meals are nutritious and are supplemented by a snack of fruit, cheese, and milk. The program is very strict about junk food, which is discouraged by the staff and is confiscated if brought into the building and given back at the end of the day. (The newsletter that goes out to parents three times a year stresses adherence to this rule.)

meeting young adolescents' needs

Young adolescents need opportunities for diverse activities so that they can explore new vistas as their awareness of the larger world around them expands. The Harbor School-Age Center offers activities that both enrich what the public school curriculum offers and go far beyond it. Students build on the basic skills instruction they receive in school through the Center's mandatory math and reading classes. On the other hand, they also receive intensive instruction in science, which is not always available in New York's elementary and junior high schools. According to Bernadette Edwards, director of the Center's Senior Education Program, before junior high "it's magnets and more magnets, with a bit of weather. Here, they get to do things like animal dissection. You can really get kids involved in it. They really love it." There is an annual science fair, trips two times a week during the summer, ski trips, ice-skating, roller-skating, theater, museums, etc. In addition, there is a nutrition program with a health food bar.

grouping

The School-Age Center's program is divided into three components: educational enrichment, sports, and the performing arts. Generally, students are grouped by age into two groups of 6- to 10-year-olds and 10- to 14-year-olds. However, some activities are cross-grouped, especially the two major musical productions put on each year (anywhere from 60 to 85 youngsters participate). A sample schedule from spring 1982 displays the richness of the program:

	4:00-5:00 P.M.	5:00-6:00 P.M.
Monday:	Tap Ballet Intermediate Photography* Dance Smorgasbord Gymnastics Beginning Crafts Men's Tailoring Chorus Math Remediation Individual Projects	Tap Ballet Basketball Intermediate Photography First Aid & Personal Safety Advanced Crafts Art Workshop Sewing Math Remediation
Tuesday:	Dance Company* Leadership Training "For Girls Only" Fund Raising Clay Creative Writing Beginning Sewing Individual Projects	Tap Dance Company "Movie and T.V." Individual Projects Puppets & Marionettes Reading Remediation
Wednesday:	Gymnastic Team Individual Projects Theater Arts Track & Field* Art Workshop Beginning Sign Language Math Remediation	Backgammon Club Dancersize Tournaments Theater Arts Track & Field Art Workshop Advanced Sign Language Science Lab
Thursday:	Dance Company* Cooking Volleyball Team Girls' Sports Advanced Photography* Advanced Crafts Clay Sewing Reading Remediation	Ballet Dance Company Cooking Individual Projects Girls' Sports Advanced Photography Beginning Crafts Puppets & Marionettes Sewing Reading Remediation
Friday:	Ethnic Chess Team Individual Projects Basketball Girls' Basketball Excursions* Printmaking Art Workshop Sewing* Science Lab	Ethnic Individual Projects Sports & Games Cheerleading Excursions Printmaking Art Workshop Sewing Advanced Science Fund Raising

*two-hour class

Academic Enrichment Has Twist

meeting young adolescents' needs

Behind most of the activities listed above is an imagination that brings life to what might otherwise be a standard, school-like schedule. For instance, one of the advanced girls may work as an aide in the beginning cooking class, in which the youngsters are preparing the food for the annual banquet. Food preparation takes them a full week, and they do all the serving and cleaning up as well. Thus, one activity meets several early adolescent needs: the need for diversity, for meaningful participation in the program and the community, for positive social interaction with peers and adults, for displaying competence and achievement, and for fun.

In the sewing class, staff members realized that the way to break the sex barrier and attract boys was to change the name of the activity from "sewing" to "men's tailoring." In an advanced tailoring class, participants may make jackets using the factory piecework method, in which one person sews the pockets on, one attaches the sleeves, and so forth. Thus, in this activity young adolescents are introduced to skills they might otherwise not learn, work together on a project in which each individual's contribution is essential and valued, learn about an area of manufacturing they previously knew nothing about, and extend their areas of competence.

"Career Week" is another innovative activity that involves all the Center participants and staff members. During Career Week, participants learn about various careers and how to hunt for jobs. The central events of the week are the job interview simulations—staff members, older teens from other Harbor programs, and the Center "graduates" serve as employers who interview "applicants." The interviews are an important and nerve-ridden activity.

Still another class teaches the young people about fund raising, including one exercise on writing letters of financial solicitation. Thus, while the Center strikes many as an extended academic program, its emphasis on hands-on, project-oriented, up-and-about activities in every room makes the program unlike school for its participants. They, unlike observers, do not feel they are in school.

Excursions and Other Activities Help to Broaden Youngsters' Horizons

Urban children often live in the narrow confines of several blocks while the riches of their city's diverse environments are inaccessible to them. Aside from the many excursions that participants in the Harbor School-Age Center take, sometimes the diversity of city, indeed international, life comes to them. A most notable event was the visit in 1981 of 90 Israeli exchange students who descended upon the program, with one day's notice from the public relations division of the Board of Education, to learn how city youth socialize at night in the United States. Boys Harbor put on a huge social for them, during which the Israelis spent the first hour teaching Harbor teenagers their dances and folk songs and the Harbor youngsters spent the second hour teaching disco dancing to the Israelis. The halls of the building are now decorated with photographs under the heading "Our Israeli friends."

Excellence breeds excellence the way success breeds success: in 1982, Israeli students once again visited the Harbor for a highly successful social evening, this time with 38 American students who were going to Israel for a month, all 14- and 15-year-olds. Black and Hispanic students and white Israeli and, perhaps more importantly, white American students, have been given a chance to share with one another in a safe, energetic, and joyful environment.

Creating Warm, Caring Atmosphere is Top Priority

Young adolescents' need for opportunities for self-exploration and self-definition is met through daily activities and also through a mandatory weekly counseling session. Even more importantly, the climate at the Center encourages the development of positive self-esteem that is so essential in early adolescence. One Center policy stands out as crucial in accounting for its warm and caring atmosphere. Williams has a cardinal rule that is observed by all staff members: they must never pass a student in the halls without saying hello. Williams fears that many of these youngsters go to school all day without anyone acknowledging their existence in a personalized manner. At the Center, he wants to ensure that every person feels cared about, and the names of youngsters ring out in the halls as staff members greet them.

In keeping with their philosophy of providing a caring environment, young adolescents' need for structure and clear limits is met without equivocation by Center staff members. Parents are called if youngsters are absent three times in a row. All staff members are responsible for finding out why any youngster is in the halls and not in a classroom. The behavior code is strict, with rules, regulations, and expectations posted in each classroom. The steps to be taken are clear if there are infractions. Because consensus has been reached among staff members about discipline, they support one another and especially help their new colleagues, whose authority is inevitably challenged by the youngsters. Williams tells all staff members it is their job to educate, to make sure everyone is safe, and to adhere to the policies of the Harbor. There is no ambiguity about this. The demands made upon youngsters are consistent, firm, and challenging. Consensus is strong in part because the policies work, in part because the staff and some of the participants had a say in setting them several years ago and now have a say in molding them.

Responsibility Gives Participants Sense of Competence and Achievement

Young adolescents need to have a say in their lives. They need opportunities to participate meaningfully in the decisions that are made for and about them. At the Harbor School-Age Center, the youngsters have a say in the program three times a year at a "community meeting" that plans each of the three sessions (fall, spring, and summer). They are asked for their ideas about the next cycle of activities: what do they want more of, less of, none of? What new ideas do they have for activities they would like to add to the schedule? Sometimes this meeting leads to the hiring of a specialist if the staff cannot offer what the youngsters request. For instance, Harbor had dropped woodworking when a staff member left, and science offerings were weak. The students' requests led to new offerings, and therefore hiring, in these areas.

Participants in the Center do not automatically and immediately enter this decision-making process. There is a continuum of responsibility-taking that increases with the age of participants. The younger participants are exposed to as much of the process as possible, but they have limited power. The staff feels that early exposure leads to better decision making when the participants are older. Since close to 50% of the youngsters are at Harbor a minimum of three to four years, the continuum works.

The sign-up procedure also is structured on a continuum of increasingly independent decision making. Participants sign up three times a year for their programs. The younger group and the 10- and 11-year-olds have two-thirds of their schedules set for

them by the staff but are left with several options that they can exercise. They must take education classes, some recreation, and music. Then they may choose among all the other classes listed on the schedule. Remediation is mandated based on students' school grades (they must bring in their report cards), and parents are asked in the Center newsletter to let the staff know if there is academic trouble ("Don't wait until your child fails"). The 12- to 14-year-olds must take one period of counseling, remediation if necessary, and must sign up for a joint collaborative project that encourages cooperative group work, such as filmmaking, building a model city, or photo essays. They are free to choose for the rest of the cycle.

This process not only encourages independence and participation in decision making; it also enhances youngsters' sense of competence and achievement. Partly because of this continuum, there is a small attrition rate as participants grow older. In addition, because the activities of the younger and older groups are kept quite distinct (aside from the cross-age activities), there is a rite of passage—graduation at age 10½—that marks the distinction between the junior and senior programs and acknowledges the increased competence and independence of the youngsters.

Sometimes participants do not want to leave the program when they "age out." Bernadette Edwards has established a phasing-out process in the evening for participants over 14 years of age. These young people also serve at the Center as aides on trips, as general helpers, and as "employers" during Career Week.

Inventive Fund Raising and Rent Collaboration Help Financial Picture

funding

Funded by New York City's Agency for Child Development (ACD) as a day-care after-school program, the Harbor School-Age Center began in 1971 for 70 youngsters. One year later, it outgrew the town house it was located in because 170 youngsters signed up. The School-Age Center is the only after-school center funded by ACD that reaches out in the after-school hours to young adolescents; the others stop at age 10.

In addition to ACD funding, the School-Age Center is funded by foundations, corporations, federal and state sources, private donors, and special fund-raising events. The two directors of the Center, Bernadette Edwards and Kathy Flack, are extremely inventive in raising money for purchasing "extras" and hiring buses for transportation during the summer. For instance, the sewing class had a gift shop whose proceeds bought a new sewing machine; theater productions held in the building's 600-seat theater are highly successful fund-raisers; a balloon race that cost the program $40 raised $1,000. An art exhibit is planned in which professional artists will judge and price the works in the hopes of attracting corporate purchases. A turkey raffle has raised $500.

Support for teachers' salaries comes from a membership fee that is waived or reduced in cases of financial need. The fee structure is complex because of city regulations. ACD is a city day-care agency whose regulations require that parents be certified in order to qualify for the services of the Center: their children must be between the age of 6 and 13, and the parents must be unable to provide care, either because they are working, looking for work, in a two-year training program, or emotionally or physically disabled. If the parents meet these criteria (and they are recertified every six months), they pay fees on a sliding scale, anywhere from $1 to $35 a week for part-time (i.e., school-year) care.

physical plant

Boys Harbor is in a large building that formerly housed an under-utilized children's shelter. When the building stood vacant, the Boys Harbor board of directors negotiated with the city to lease it to them. Boys Harbor occupies space on the fourth,

fifth, and sixth floors, which include 15 classrooms, a science room, photography lab, dance studio, swimming pool, cafeteria, outdoor roof area, and access to Central Park.

The entire building is leased from the city in order to provide a Multicultural Community Agency. Other occupants sharing the building include the East Harlem Counseling Service, Museo de Barrio, Big Apple Circus, and AMAS Repertory Company. All pay rent through a consortium of agency representatives. Sharing the building not only lowers the overhead for all the agencies in the consortium, it gives Harbor access to facilities (e.g., the theater) it might otherwise not have.

Giving Staff Creative Leeway Keeps Morale Up, Turnover Down

staff

A key to the success of the Harbor School-Age Center is the quality of the staff it attracts and retains. Flack, who has an M.A. and Ed. M., has been at Boys Harbor 11 years. Edwards has a B.S. and is working toward her M.S. in psychology and has been at Harbor 13 years. (Flack "wears two hats," as she says, since she also serves under director Lonnie Williams as assistant director for policy setting in education for all of Boys Harbor, along with preparing policy and programs for the summer camp.)

The staff members of the School-Age Center are professionally trained with backgrounds and degrees in elementary and secondary education, theater, music, the visual arts, physical education, special education, and other fields of expertise. The Center's junior program has eight staff members, the senior program has seven, and there are also interns from LaGuardia Community College and college work-study students. The staff is 10% white, the rest divided about equally between blacks and Hispanics. Thus, staff members can easily be perceived as role models by the program's participants.

The diversity of backgrounds among the staff is a result of political and professional involvement. At one time, the Agency for Child Development required that people working in day care have degrees in early childhood education. Thus, burnout and turnover were rampant among staff members unprepared for work with young adolescents. Both Flack and Edwards served on an ad hoc ACD guidelines committee that changed these credentialing requirements. Now they can hire to get the diversity of background and degree of comfort with young adolescents that is crucial to the performance, morale, and low turnover of the staff. For example, the teacher in theater arts is an actress with a degree in theater from Brooklyn College. An art teacher who has an M.F.A. designs cards for Hallmark. He has a piece in the Metropolitan Museum of Art's Young Collectors of America exhibit. Before the ACD guidelines were changed these people would not have been allowed to work in the Center program and the participants would not have had exposure to such diversely accomplished adults.

Several teachers teach all day in city schools and then commute to work at the Center for $6.62 an hour, 20 hours a week. They love the chance the program gives them to explore new areas of interest. In fact, teachers are encouraged to bring their hobbies and outside interests to the program. If the young people like them, they become part of the schedule.

For instance, one art teacher teaches printmaking, weaving on small looms, latch hooking, found art masks, and horticulture that incorporates crafts; he takes students to studios to learn how to make audiotapes; he weaves all this into a career education unit; and he also teaches youngsters about the government of New York City. The teacher of the fund-raising class also teaches cooking and math remediation—with a background in early childhood education. The sewing teacher asked Edwards if she

thought the participants would like to learn sign language, an interest of hers. At the annual banquet the group "sang" a song in sign language, a very moving experience in which the signers were so graceful that they appeared to be dancing.

Staff members also work together on projects. For example, one year the staff wrote a musical about young people growing up today: their reality (Act I), their dreams for the future (Act II), and a "we can do it" (Act III). The photographs on the walls of the Center are evidence of the enormous enjoyment both the student actors and staff members experienced in this production. Similarly, each staff member took part in contributing to a nutrition book they put together with the youngsters.

Despite the creative freedom, however, staff members are not abandoned to their charges. They have received instruction in setting specific objectives for their classes. They also receive in-service training in various areas such as outdoor education and how to teach math and science in the park.

The flexibility for the staff is one of the Center's great attractions and holding powers. Also, staff involvement is important to the quality and morale of the program, and thus to staff longevity. As one of the directors says, "We make it creative for them, and they do for the kids."

Measure of Program's Success is Number of Youngsters Who "Vote With Their Feet"

outcomes

Because it is a child-care agency, the Center functions under the rules and regulations of the Agency for Child Development, which holds it accountable for providing a safe place and good nutrition for youngsters in the after-school hours. In addition, the Center pushes itself for greater thoughtfulness about education outcomes. Each staff member is asked to set objectives, state plans for their implementation, and indicate ways to evaluate them. Nonetheless, the information about results is mostly anecdotal. Teachers in schools say that Harbor youngsters do better in their school work and agencies refer youngsters to gain socialization skills because of Harbor's reputation, which they say is earned. A youngster at the Center took a course on public relations where he learned how to shake hands, greet people, look them in the eyes, and other social skills. Then he was chosen to greet Mayor Koch at his school. Was he chosen because of the Harbor? "How do we prove the elusive thing that's happening here?" Edwards asks.

One of their proudest and also inherently saddest stories about the program's success involves a 14-year-old boy who had been in the program when he was younger and wanted to get back in. His mother, who felt he was old enough to look after himself, refused to come in for the required initial interview. This young man, formerly a child who did not cope well, took himself to the neighborhood clinic for a physical so he could submit the mandated medical form. He then began showing up daily at the program, until he was readmitted amidst some rule bending.

There are several other outcomes the Center can use as indicators of success, including the number of years participants attend and the high attendance rate. As Edwards summarizes, "They come, right?"

Boys Harbor, and especially the After-School Center, has become not only widely known in the city, but also deeply enmeshed in the community in order to fulfill a vital mission: "Today's students are tomorrow's parents, workers and leaders. We are constantly aware that our future society depends on what our children learn today. Through our innovative programming, stressing a wide range of learning skills, our students are prepared to adapt to change and to make thoughtful decisions."

CONGREGATION ADATH JESHURUN

Formal and Informal Jewish Education Programs
York and Ashbourne Roads
Elkins Park, PA 19117
(215) 635-1337

No. 7

- ___ arts
- _✓_ academic enrichment
- ___ after-school day care
- _✓_ community service
- ___ career education/jobs
- ___ counseling
- _✓_ recreation
- _✓_ religious education

FACTS AND FIGURES

Contact person: Rabbi Arthur Ruberg, Educational Director.

Program's mission: To encourage young people to be comfortable, competent, and participating members of the Jewish community through the integration of formal and informal Jewish learning in the synagogue setting.

Ages: Grades 1–12.

Number served: 400, of whom approximately 180 currently are members of youth groups in addition to their enrollment in religious school (young adolescents: about 250).

Staff size: Three full-time, about 22 part-time, student aides, and other volunteers.

Major sources of funding: Membership dues, contributions, and school tuition.

Budget: $185,000/year, not including administrative salaries. This amounts to 25% of the congregation's annual budget.

Program's cost per child: $462/year.

Fees: Not available.

Physical plant: Large suburban Conservative synagogue.

Hours: 4:10–6:10 P.M. twice weekly, Tuesday evening, Saturday morning, and about four hours Sunday.

OF SPECIAL INTEREST

Integration of religious and recreational activities.

Family involvement.

Youth participation in adult roles in synagogue.

Congregation Adath Jeshurun

Even before they are of school age, the children of Congregation Adath Jeshurun (AJ) can begin a pleasant introduction to Jewish culture and synagogue life in a day-care center housed in the synagogue building. By the time they are in the third grade, AJ youngsters are getting six hours of formal religious education a week, not including the time that many spend attending Friday evening or Saturday morning Sabbath services with their families. For most, that time commitment increases dramatically as they enter early adolescence, join youth groups, prepare for Bar or Bat Mitzvah, and take on adult roles in the Jewish community.

background

The process of Jewish education in most traditional congregations is time-consuming because children are expected not only to learn the history of Jewish civilization and the tenets of religious belief, but also to have sufficient knowledge of the Hebrew language in order to participate comfortably in synagogue services that are conducted largely in Hebrew. Of necessity, Jewish congregations have traditionally provided after-school Hebrew classes for their children, with varying degrees of attention and success. The time spent in such classes is often at least six hours a week over and above the students' commitments to their secular schools.

funding

In addition to its formal educational program (Hebrew School), AJ provides numerous extracurricular "informal educational" activities. The roots of both the formal and informal programs lie in an awareness of the problem that Jewish families face when they impose several additional weekday hours of religious education upon their children's already busy secular lives. The congregation employs a full-time professional staff—unheard of in most congregations—that is committed to making Judaism an enjoyable part of children's daily experiences. The synagogue also has made its own commitment by way of funding and moral support. And finally, the congregants believe the programs are important to the synagogue's life. As a result, an unusually large number of AJ's young people make a sizable commitment of time and energy to both the formal educational programs and the youth groups. Without parental urging, they participate in activities that bring them to the synagogue for many more than the traditional six hours a week.

The religious school, directed by Rabbi Arthur Ruberg, has a staff of 20, including Hebrew school teachers, youth advisers, one full-time secretary, and an assistant principal who directs the youth groups (the informal educational program).

staff

Ruberg's experience prior to joining the AJ staff includes a stint as director of Camp Ramah, the national Jewish Conservative movement's summer camp. Assistant Principal Robbie Russock's position was created by combining two former part-time jobs, those of administrative assistant and youth director. The full-time position attests to the congregation's commitment to building the school's professional staff and integrating youth groups into the school program.

Whenever possible, the Hebrew school teachers are also the youth group advisers. Russock is clear about what he wants in youth advisers: "1) Immersion and 2) idealism. They must be people who enjoy religion and kids. They must have a commitment to the age group."

All the religious school staff—advisers as well as teachers—attend regular staff meetings and in-service training sessions throughout the year. Some of the staff development sessions are just for AJ's faculty; others are for Jewish youth leaders in the city or geographical region. The conferences have focused upon using new educational materials and involving parents in youth groups and in the classroom.

Program Activities Coincide With Changing Needs

program

From the third grade through the seventh grade, children at AJ attend religious school from 4:10 to 6:10 P.M. twice a week, either on Mondays and Wednesdays or Tuesdays and Thursdays. In addition, they are urged to attend Friday evening and Saturday morning Sabbath services, especially a Saturday Junior Congregation service that is held once a month. When they reach the age of 10, they are eligible to join AJ's informal youth groups and a popular club for young people, the Torah Readers Institute. Members of the club, begun 12 years ago, agree to attend Sabbath morning services and a Torah reading class twice a month, in addition to their after-school studies. Out of the approximately 400 children enrolled in the school, not all of whom are old enough to be eligible for Torah Readers, nearly 200 are members of the club.

AJ's educational staff recognizes that young people's interests and responsibilities change as they grow older. Accordingly, in seventh grade, when young people are busy preparing for the Bar or Bat Mitzvah, as well as attending many of their friends' ceremonies and celebrations, the weekday after-school class commitment is diminished. (The Bar or Bat Mitzvah signifies the child's entry into adult status in the congregation.) Seventh graders attend class one afternoon a week and two hours on Sunday morning. In addition, they are asked to bring a "bag dinner" to the synagogue once a month, when they spend time socializing, sharing a dessert provided by the congregation, and attending a religious school program that is an enjoyable educational experience. For example, the school staff rented the film *Chariots of Fire* to show the group on one such evening. An entertaining film, it also served as a trigger for discussion of religious values and ethics, Jewish assimilation, intermarriage, and immigrant adaptation to alien societies.

In eighth through tenth grade, the school requires no after-school attendance. At a time when young people become more involved in secular studies and social life, the congregation makes the Jewish educational program more amenable to their schedules. Consequently, eighth through tenth graders spend four hours at the synagogue on Sundays, and two hours, from 7:00 to 9:00 P.M., on one weekday evening. After tenth grade, formal religious instruction ends, but older teenagers remain involved in the youth groups and other activities.

The after-school and Sunday programs serve as the foundation for many more religious and cultural experiences that are available to AJ's young adolescent members. Other activities include an Israeli dance troupe, music and drama groups, junior choir, and a basketball league.

Young Teenagers Helped to Assume Responsibility

meeting young adolescents' needs

Many of the activities at AJ provide opportunities for young people to develop feelings of competence, to serve others, and to express their commitment to Judaism. The Torah Readers Institute illustrates impressively how a religious institution can encourage positive development. Learning to read directly from the Torah, the Hebrew scroll containing the Five Books of Moses, is a difficult task. Jewish communities have a long tradition of admiration and respect for their members who can chant the Torah. The Torah Readers thus reap manifold rewards for the time and effort they expend in achieving mastery. They are awarded with more than the adult status that Bar or Bat Mitzvah brings; they are truly honored and valued members of the adult congregation.

Often, synagogues have complained that after the high-pitched excitement and intensity of the Bar and Bat Mitzvah year, young people feel that the succeeding years of their involvement in the synagogue are anticlimactic. The ceremony prepares a young person to take on an adult role in community life. When a congregation does not provide additional opportunities for adult responsibility, it is understandable that a young adolescent might feel that the ritual held more promise than fulfillment.

At AJ, new and more adult challenges are offered immediately after Bar or Bat Mitzvah. In addition to the Torah Readers Club, young people can become involved in the Shomre Nusah (guardians of traditional chant) Club, in which they learn to act as the Hazzan, or leader, of the adult and junior congregational prayer services.

Sabbath weekend retreats for the congregation's eighth graders are also part of AJ's comprehensive program for after the Bar or Bat Mitzvah. The congregation's handbook for parents and students explains the value of such retreats for the young adolescent:

> For this age student, formal classroom instruction is not always the best technique for deepening and strengthening a student's ties to Judaism and to continued Jewish education. Accordingly, what is needed is an enrichment program that provides educational experience of living Judaism, peer contact within a Jewish communal setting, close association with accessible role models, and the development of a group identity and a sense of belonging.

Eighth graders are offered a number of retreats during the school year. Two are held outside the city, giving the young people opportunities to explore Judaism in unfamiliar settings; some of the retreats are held at the synagogue. Among the topics proposed to the group, which is given a chance to suggest and elect other themes, are a retrospective upon their Bar or Bat Mitzvah experience, the ethics of friendship, redefinition of the Sabbath, and the study of Jewish identity. AJ staff members use active group-learning techniques that appeal to the age group, such as simulation games.

Young people are offered other ways in which they can be useful members of the community. There is a Social Action Fair at which each youth group selects a service project for the year. These projects have involved working with senior citizens at the Geriatric Center and helping at the Jewish Braille Institute.

Once in high school, AJ's teenagers are encouraged in many other ways to remain active in the congregation. One popular area of involvement is the Torah Leaders Club (the brainchild of Cantor Charles Davidson), the group that trains the younger members of the Torah Readers group. The leaders all were once readers themselves. They take great pride in sharing their accomplishments with the younger readers. In monthly training sessions, they learn how to encourage participation among the readers, how to teach, and how to deal with parents' concerns. Ruberg describes how startlingly impressive the readers' and leaders' groups are to the uninitiated: "The readers and leaders come to Sabbath morning services and leave just before the Haftarah is read, to attend their own classes. People are astounded to see 150 boys and girls get up quietly and walk out of the sanctuary."

Other high school students participate in the Student Teacher and Tutor Program. They are trained under the guidance of an adult faculty member to serve as classroom aides and tutors to younger students, learning teaching techniques and educational principles. Many who have been in this program find they are able to obtain part-time religious school employment during their college years.

Almost three-fourths of the students who attend AJ's religious school consider themselves members of the congregation's three youth groups: Kadimah ("Onward!") for fifth and sixth graders, Hanoar ("Youth") for seventh and eighth graders, and United Synagogue Youth for ninth through twelfth graders. Many of the advisers of these groups are also teachers, reinforcing the notion that formal instruction and synagogue involvement are tightly interwoven in the rich fabric of Jewish congregational life.

Family Involvement Encouraged

community and participants

Elkins Park is a somewhat well-to-do suburb of Philadelphia. AJ is one of five Jewish congregations in the community.

AJ parents provide time, energy, and nonprofessional adult contact. They help with physical labor, prepare food, serve as chaperones and drivers, and supervise some activities. Each youth group has an annual family retreat. On these occasions, families attend Saturday services, have lunch, and then participate together in study groups where they discuss the parts of the service and the day's Torah reading. At the beginning of the year, all seventh- through tenth-grade children and their parents meet together to talk about AJ's high school program.

About 30 parents are also active in the Youth Commission, which serves in an advisory rather than a policymaking capacity to the youth director. The Commission represents parents' concerns, interests, and ideas for programming. Individual adult members serve as a liaison between the youth group and the Commission.

AJ Meets Young Adolescents' Needs Through Careful Planning

The broad diversity of the AJ program indicates that the needs of all the congregation's children, including young adolescents, are taken into consideration when activities, schedules, and increasing levels of responsibility are planned. Classes, youth groups, volunteer projects, and sports all give AJ's young people the opportunities for self-definition they need. The Torah Readers and Leaders, along with the Shomre Nusah Club members, are all given the chance to make meaningful contributions to the congregation and to be honored and praised for their competence and achievement. The ancient rite of Bar or Bat Mitzvah also fulfills this need for recognition and an emerging adult status. The integration of youth activities with formal education enables the young people to see their teachers as adult role models, people who get involved with them in charitable projects, sports, games, and fun. And, the youth groups, social events, and retreats are designed to encourage the development of friendships and peer group interaction.

The obvious care that Congregation Adath Jeshurun exhibits toward its young people might tend to obscure a very important and pragmatic lesson: know your clientele. AJ knows who its young people are, taking their interests and changing needs into careful consideration. The payoff for its effort is a well-attended program peopled with happy, healthy, and enthusiastic young adolescents.

LEVELS

Great Neck Library
Bayview Avenue
Great Neck, NY 11024
(516) 466-8055

No. 8

- ✓ **arts**
- ✓ **academic enrichment**
- ___ **after-school day care**
- ___ **community service**
- ___ **career education/jobs**
- ___ **counseling**
- ✓ **recreation**
- ___ **religious education**

FACTS AND FIGURES

Contact person: Joe Covino, Library Director.*

Program's mission: To maintain an open atmosphere where young people can feel comfortable; to support individual growth through interpersonal experiences and workshops; and to offer a showcase where individual and group artistic expression can be appreciated.

Ages: Grades 7–12.

Number served: Approximately 300 are "regulars," but hundreds more attend special events or drop in occasionally.

Staff size: Two full-time; about five part-time.

Major source of funding: Library appropriation drawn from local taxation.

Budget: $75,000–80,000/year (covers staff salaries and supplies; not utilities, maintenance, and space rental).

Program's cost per child: Not available.

Fees: Free, with a rare materials fee for workshops.

Physical plant: Features an open stage area surrounded by carpeted steps and multilevel pits. Can be used as a single auditorium for performances or as several separate meeting spaces.

Hours: M–W 3:00–10:00 P.M.; F 3:00 P.M.–midnight; Sat. 6:00 P.M.–midnight. (Summer hours are posted annually.)

OF SPECIAL INTEREST

Library as headquarters for youth program.

Creation of a heterogeneous mix in a community of distinct and separate economic, social, and racial groups.

Fostering creativity and acceptance of responsibility in adolescents.

Unique self-government strategies.

Involvement of young people in hiring staff.

*Levels Director Edward Amrhein died in May 1983, three months after the Center for Early Adolescence's site visit. The Center joins the young people of Great Neck in mourning the untimely death of a compassionate and dedicated youth worker.

Levels

What is Levels?

Levels is a lot of things. Generally, it's your place if you're between seventh grade and college and live in Great Neck. Due to the participation and involvement of young people over the years, Levels has become a sort of cultural center and meeting place; if you come down here, or you suggest, participate, or involve yourself, then you are what Levels is all about.

That's why Levels can be an exciting and changing place—what happens here depends a lot on what you and the people you go to school with want to see happen. One thing about Levels doesn't change though, and that is that Levels is a place where you can do the things you want to do, and be yourself while you're at it.

This short statement from a Levels brochure hints at one of the reasons for the program's existence; in the affluent community that is Great Neck, young people need a place where they can grow and be themselves—apart from the economic and social pressures of their daily lives.

background

Levels began, however, for reasons that come as a surprise to people who think Great Neck is a homogeneous, affluent suburb of New York City. Levels is a response to a less obvious community need: to accommodate the desires of both the predominantly well-to-do white adult population, which wanted the new town library to be a tranquil cultural retreat, and the multiracial adolescent population, for whom the library was one of the few safe, convenient, and free places in town where teenagers could congregate in the after-school hours. In fact, library director Joe Covino and his staff had worked hard to attract young people, especially the town's black youngsters. The library was "a very desirable place to meet friends and talk," says Covino. "There were no other facilities... where young people could congregate; their only alternatives were street corners or luncheonettes." However, while Covino and his staff members were pleased that they had succeeded in attracting a diverse population, they also were aware that, as Covino tells it, "the library was not constructed to serve as a meeting place or a recreation center." The needs of the teenage patrons were in conflict with those of the adult clientele.

In 1971, Covino created an advisory committee of adults and young people to look into the problem and suggest possible solutions. The committee recommended that a youth center be established in an unused portion of the library's lower level. The library board approved the proposal, allotting 3,500 square feet of space that had been intended for later use as a storage area. Creation of the new youth facility was approved by the community in its next vote on the library budget, although Covino points out that the community neither opposed the facility, nor did it actively support it.

From the beginning, Covino and the library board planned that the new center, in keeping with its location in a cultural center, would offer "more than Ping-Pong and pool." Three challenges were set before Michael Harris Spector, the local architect hired to design the facility: 1) create an open, free space where teenagers will be encouraged to use their creativity, 2) provide many alternative spaces in which both small groups and individuals will feel comfortable, and 3) include a stage and a floor area that can easily be used for performances.

Spector rose to these three challenges, designing what one local newspaper called "something of an environmental sensation... a seemingly unending, fascinating series of levels, steps, spaces, nooks, platforms, recesses, expanses, and possibilities." By May 1974, Levels was ready to open.

Young Teens From Different Backgrounds Helped to Feel Comfortable Together

community and participants

In general, Great Neck is a wealthy New York suburb, located on the north shore of Long Island and easily accessible to Manhattan and other boroughs. There are about 47,000 people on the peninsula of Great Neck, which, politically, consists of nine villages and some unincorporated areas. However, while per capita income and educational levels are high, the mix of people is not typically suburban. A large black population and a sizeable grouping of Spanish, Iranian, Japanese, and other recent arrivals from foreign countries reside in Great Neck, as well as many poor people, single-parent families, and elderly. In addition, Covino reports there has been community tension along racial, ethnic, and, especially, religious lines.

"Since there is no single political entity running the affairs of Great Neck (only the school and the library districts cover the entire peninsula), common community needs are met unevenly," says Covino. "The district is very supportive of educational and library services and the unusually high budgets are usually passed easily in the annual budget votes. However, there is a tendency to sweep matters like housing, minorities, transportation, etc., under the proverbial rug."

The neighborhood surrounding the public library is one of the most affluent in the nation. Homes are large and well-kept, gardens are manicured and verdant. Signs of prosperity—expensive cars, exclusive shops, costly services—are readily apparent. Among the young people of Great Neck there are many social pressures that exaggerate the usual stresses upon all adolescents. To look like one's peers (a goal of many young adolescents) costs more in Great Neck, where designer labels are common, than in other less affluent areas of the United States. Most Great Neck young people go to college, and academic excellence in order to gain admission to Ivy League schools is a common goal. In addition, the economic pressure on young people from the poor or less affluent neighborhoods can sometimes be especially painful in the school and community environment, when new possessions are admired or expensive college plans discussed.

Covino and his staff members are acutely aware of the differences in backgrounds among the teenagers of Great Neck. In 1970, as a part of his effort to attract all of Great Neck's young people to the library, Covino instituted a free shuttle bus that served regular routes throughout the city during the school year: "I specifically scheduled multiple bus stops in the poorer, black areas because I felt that they should use our exceptional facilities." Covino reports this tactic initially caused problems because many of the black youngsters found it difficult to acclimate themselves to a white institution. On the other hand, many of the white patrons of the library had difficulty acclimating themselves to what they perceived as the black youngsters' noisy and flamboyant behavior. However, says Covino, "Despite a great deal of adverse criticism, the bus service was maintained and [the kids] continued to use it heavily, as many as 50 at a time. The problems have been eased considerably, and it has been a big plus for the library. We are the one place where there is true voluntary integration, and I believe the community is proud of it." Buses are still used to bring youngsters to Levels, and, during the school year, the percentage of Levels participants who are black range from 10% to 100%, depending on a great many variables.

Covino says he "proposed a facility and a service that from the start was set up to meet the needs of all the young people of Great Neck," and it appears he has succeeded. According to participants, Levels is one of the few places in Great Neck where money really does not matter. Energy, talent, creativity, and responsible behavior are what attracts attention in Levels, and the young people report their appreciation of the fact that at Levels they can associate with youngsters of other races and backgrounds. In addition, the youth from lower income families have developed skills they might not generally feel open to developing in school.

Activities Foster Creativity and Acceptance of Responsibility

The brochure's comment, "What happens here depends a lot on what you . . . want to see happen," is entirely accurate. Levels Director Edward Amrhein says, "We say to the kids, 'We have this place, Levels. Now what do you want to do with it?' " Activities are undertaken because young people have expressed an interest. As a result, the events that bring people to Levels vary from year to year, but usually include guitar lessons, dance classes, theatricals, television and recording production, and much more.

program

At one time, some participants wanted to make pottery, so—with the help of the staff—they built a kick-wheel. In keeping with the technological world around them, participants seem less interested in pottery now than in computers. Thus ceramics are out; computers are in. Lacking a staff member with computer skills, the staff turned to the young people for guidance in purchasing and managing the use of equipment. With the assistance of the staff, the young people organized management teams to teach computer skills and to supervise the use of a newly purchased microcomputer (many of them had worked with computers at home or at school). They established hours for general use—when computer games are available—and hours for workshops and programming. Computer managers are given increasing levels of responsibility as they prove their ability to be reliable and effective.

meeting young adolescents' needs

Thus, the name "Levels" is an acknowledgment not only of the unique architectural structure of the facility—existing as it does on many levels—but also of the many social levels at which one can function in the Levels program. Levels is a place where young people can experiment safely with taking on greater and greater levels of responsibility, risking success and failure with the support of an understanding staff. A Levels participant can drop in infrequently, just to take a class or see a musical or dramatic performance, or to lounge and talk with friends. Or a Levels participant can become active on the planning board, exerting some control over the program's content.

Levels participants, with the assistance of staff members, produce, direct, and take part in several dramatic and musical productions every year, again taking on increasing levels of responsibility for such events. Casting, choreography, direction, lighting, set design, publicity—all are handled by the young people themselves. And the community eagerly supports Levels productions; often, Levels' space simply cannot accommodate the crowds wanting to see the latest work.

Levels productions are ambitious. The young people have presented *Hair, Man of La Mancha,* and *Pippin*, to name but a few of the many musicals that they have staged. Dramatic performances have included *Witness for the Prosecution* and *Wait Until Dark*.

Like almost everything that happens at Levels, a stage show begins with one person or a group of people having the desire to take responsibility for managing the production. An idea for a show is presented to the Levels planning board, which may either adopt the plan, seek a more concrete proposal, or deny the request.

Any Levels participant may become a member of the planning board by attending three consecutive meetings, thus showing his or her commitment to take responsibility and to participate actively. Similarly, board members lose their positions if they do not continue to attend meetings regularly.

Responsibility thus breeds a feeling of competence and the willingness to take on further responsibility at Levels. Success can be earned many ways—as a performer, teacher, planner, artist, newsletter editor or writer, T-shirt designer, or member of any of several special interest groups. (Among the groups that have emerged from the par-

ticipants' ideas is a consumer interest group that spot-checks prices at local stores, helping Levels habitués to know where the best buys are in records, clothes, and other items.)

Members of the planning board are concerned that Levels remain the vibrant teenage center it has been. Taking great pride and a sense of ownership in Levels, they work hard to attract new participants and make them feel a part of the place. Frequently, regulars detach themselves from a group to greet newcomers as they first enter the huge (3,500 square feet), complicated maze that Spector designed.

Staff Works Hard to Make Participants Feel Competent and Cared For

Young people and their parents say that the staff members are an integral part of Levels' program. Beatrice Gross, author of a number of books and articles on education, wrote an article about her own children's experience at Levels. The staff, Gross says, "was a good deal more sophisticated than we'd given them credit for being":

> They. . . suspended their critical yardsticks in order to encourage the timely development of these youngsters. They knew that confidence and awareness comes in time, with gentle guidance. . . . Now having seen the Levels people take two groups through their rough stages and seen the youngsters emerge as productive, refined, near adults of delicate sensibility, we again must thank the staff for having the kind of aesthetic patience most parents do not have.
>
> And they are patient! Prodding where a parent might have nagged, insisting (with the legitimate authority of those who have children's full respect) on the importance of being prompt, conscientious, and responsible, they have enabled. . . children to find themselves and learn to care about others.

The "respect" and "legitimate authority" that Gross describes is in part responsible for Levels' success: the mutual confidence of young people and staff in each other's talents, commitment, and caring creates an environment in which participants can become what they hope to be.

Young teenagers need to feel a sense of ownership in the programs that they attend. They want to make commitments, to test their new abilities, and to take on more responsibilities as they mature toward adulthood. The staff at Levels has created an environment in which these needs can be met. Participants can be as involved as they want to be, bound only by their willingness to expend time and effort.

The planning board is a perfect example of the staff's understanding of the age group it serves. Many young people, reluctant to encounter failure and self-conscious about whether they are popular enough to be selected by their peers, would avoid running for a board position in a youth organization. At Levels, however, there is no need to risk a blow to one's self-esteem in order to become part of the "in-group." Attending three planning meetings—in other words, showing an interest and responsibility—is the way to become a leader.

Young people also want to form meaningful relationships with peers and with adults other than their parents. At Levels, the openness of the program and its leadership help to ensure that participants of all ages and from every social stratum can mix comfortably. One of the participants describes the way that young people from seventh grade through high school work together at Levels:

> With such a broad age range, one would wonder how well the students get along. Although it is hard to generalize, I have found that groups of the same age usually

> stay together, but when they participate jointly in a project, an enjoyable contrast [of ages] is created. It is essential to realize that each person has something to offer and the mix of ideas is what Levels is about.

> My experience has been that the younger group members enjoy being in the company of the older students. They often look up to them for guidance, and the younger girls like to "check out" the high school guys and vice versa.... Relationships can also be built between students of different schools... Levels provides a much needed meeting place for the student bodies of the different schools and gives them a chance to work together.

In addition, the participants report that Levels staff members are "people you could approach with any problem." An appreciative parent calls the staff "mentors"; the young people describe them as "people who care."

Levels offers countless ways for participants to feel competent and successful. Where else would a 12-year-old be a computer manager, with responsibility for coordinating schedules, for taking the glitches out of software programs, for supervising older teenagers who want equal time to play video games? Where else could a 15-year-old be the producer of a full-scale musical, juggling auditions, casting, music, and choreography?

Participants Help Hire Staff Members

staff

To Covino, the matter of staffing has always been a critical issue. Initially, the library board asked him to hire accredited social workers. However, once Covino began interviewing, he says it became clear to him that it was most important simply to hire people who could work well with young adolescents, who had special talents to offer, and who could encourage youth involvement. After all, it was clear from the beginning that if the program were to work as planned, it would have to draw the young people who frequented the main library to the new area and keep them coming back.

In addition, Covino's previous experience with other youth facilities influenced him to make an important decision: "A critical early decision was made that the youth workers should spend their time working with the young people. I would handle budgets, outside problems, and administrative problems. Also, I would not undercut Levels' staff members by being actively involved. It was their ball game, even if it was my responsibility." Along with this faith in his staff members was a concurrent "faith in young people and respect for them as individuals." Thus, another critical decision was made to "give both staff and participants an opportunity to develop Levels and its programs, and that we would not have an adult advisory group or any other outside adult involvement in the program. We gambled that the staff members and the young users could do what was needed."

Edward Amrhein has directed Levels since it opened in 1974. He has degrees in English and philosophy; his background includes teaching and youth work. While Amrhein's specialties are many, colleagues and participants agree that he excels in dramatic production, in softball, and in attracting previously uninvolved young people to the program.

Amrhein works with a full-time assistant, in addition to about five part-time staff members, each of whom has particular specialties: drama, poetry, music, dance, movement, or media.

The most remarkable feature of the talented staff members is the way in which they were hired. The personnel committee includes Amrhein, other members of the staff, Covino, and a group of Levels participants. The role of the young people in the hiring process is significant; no one would be hired without their approval.

Staff members who have undergone the participants' personnel interview report that it is "tough," "fair," and "realistic." The young people follow an interview protocol that they themselves developed, including difficult role-playing of incidents that could occur at Levels. Sample questions include the following: "A 13-year-old girl tells you that she wants to have sex with an older guy. What would you do?" or "A kid comes into Levels with a very loud portable stereo. He won't turn it down, despite the fact that several people have asked politely, and the noise is disturbing everyone. What would you do?" In the midst of the interview, one of the young participants is deliberately rude, just to see the applicant's reaction. Clearly, anyone who would be unable to handle working with a diverse, bright, active teenage clientele would have difficulty getting past the participants' interview session.

The young people are quite articulate about the qualities they seek in a candidate. "We want someone who is not dogmatic, who is willing to listen to us and to our ideas," says one member of an interview panel, "but we also want people who are willing to stand up for their rights as individuals. They shouldn't have all the answers, but they can't be weak pushovers either."

Good Facilities Help But Do Not Guarantee Success

physical plant

The integration of program goals with physical plant design has probably helped to make Levels the success that it has been since opening day. Covino, the advisory committee, and the library board all had a clear idea of what the community needed and what the library could accommodate before Spector began to design the space. That clarity resulted in a structure that is uniquely suited to the program's needs: a large open space, with a stage and open floor area at the center, surrounded by a geometric maze of carpeted steps, half-walls, conversation pits, and comfortable nooks and crannies that eliminate the need for furniture.

Although Levels is accessible to staff members via a stairway from the main library, it has its own entry at the rear of the building, where Spector created an attractive patio with bicycle racks, overlooking a creek. The separate entrance allows the staff to set different hours for Levels and the library proper. An office for Levels' staff, glass-walled and just inside the entryway, is strategically located so that staff members, during the rare moments when they are in the office, can see all who enter as well as those who are already using the facility.

Other amenities were added to the structure to encourage its use for dramatic productions: a central sound system, stage lighting, and a piano. Vending machines, a water fountain, and a pay phone were set off to one side of the area, near the rest rooms.

"The design of the physical plant, on the whole, is successful," says Covino. "However, I have seen fancier, larger facilities fail in two or three months. Others founder and then fall in a year or two. What makes such places work is the attitude, ability, and commitment of the adults involved. Although there is obviously a need for space and money, *people* make things work." When asked if he would use the same design again, Amrhein answered "yes," with a few improvements: more sound insulation, a few "private" spaces, and even more space in general.

Governance Structure Elicits Broad Support

funding

The annual cost of operating Levels is approximately $75,000 to $80,000, which covers salaries and supplies. Other costs are subsumed under the main library budget.

The library itself is owned by a nonprofit association to which any town resident can belong. The library board, which is responsible for library governance, is elected by the association membership, which now numbers close to 13,000.

The board, however, cannot raise funds directly for the library. Instead, the library has a contract with the local school system. The library budget is kept intact and separate from the schools' budgets; nonetheless, both are voted on at the same time each year by the local electorate.

Program Succeeds on Many Levels

outcomes

Like its physical structure, Levels' outcomes must be viewed on several levels. Long ago, the program succeeded in meeting its original goal: giving *all* of Great Neck's young people a place to call their own without interfering with other library patrons. Amrhein believes Levels' greatest contribution may be in the area of integration: "Many black and white kids learned not to be so afraid of each other, indeed, that they could even work and learn together."

But in its evolution, Levels has become much more. In the words of a former staff member, Levels has become a place where adolescents are viewed as "capable persons in various stages of personal development, needing only guidance, assistance, and support in order most effectively to uncover and discover creative aspects of themselves." Charles King, a reporter for Great Neck's *Old Village News,* wrote:

> [Levels evolved into a] place where kids could relax and be themselves; where they could indulge in quiet or heated conversation; where they could listen to music or dance to it; where they could meet and get to know kids of other ethnic and cultural backgrounds; where they could express opinions and convictions without fear of being ridiculed; where they could perform or participate in amateur theatricals or just sit back and watch; all under unobtrusive supervision by highly trained people.

But the young people themselves are probably most capable of describing the more personal outcomes that they and Levels have achieved. One 13-year-old girl described Levels' influence on her life in terms of the outcome of one recent personal experience. She had felt depressed for a couple of weeks: "I don't know why. I really didn't have any special reason to be depressed. I had gotten a part in a play, and things were O.K., but nothing seemed right to me—not my friends, not the other kids at Levels, nothing." One day J.J., a female staff member, sat down next to the depressed youngster. "All she said was, 'I've been noticing that you look kind of glum.'" With that encouragement, the 13-year-old poured out her feelings. "You know, she listened to me for over an hour. Ever since then, I'm a different person. I must be special, because J.J. really cares about me. I'll never forget that." Here is what a few other participants have to say about the program:

> Levels is a place to go when you want to try something and you're not getting graded or judged by it if it turns out bad.

> Levels is a grotesquely beautiful room where I have almost fallen in love a few too many times, where I can go to think or to dance, where sometimes the happiness is so great it reverberates from every soundproofed wall.

> Levels plays a large role in my life. I really don't know what I'd do if they closed down next Week!!! On the level there's no place like Levels!!!!!

ANNUNCIATION BEFORE AND AFTER SCHOOL CARE PROGRAM

Annunciation School
246 East Main Street
Havelock, NC 28532
(919) 447-3137

No. 9

- ✓ arts
- ✓ academic enrichment
- ✓ after-school day care
- ___ community service
- ___ career education/jobs
- ___ counseling
- ✓ recreation
- ___ religious education

FACTS AND FIGURES

Contact person: Margarethe Rayburn, Director.

Program's mission: To provide a place and time for homework and studies, free play, and constructive growth experiences under responsible supervision; to provide a Christian atmosphere for parochial school children.

Ages: Grades K-8.

Number served: 126 registered, averaging 78/month (young adolescents: 25–30/day).

Staff size: Four full-time, three part-time, and an average of two eighth-grade aides.

Major source of funding: Participant fees.

Budget: Not available.

Program's cost per child: Not available.

Fees:

Rates	*1 child*	*2 children*	*3 children*
Monthly	$45	$75	$100
Weekly	$15	$25	$ 35
Hourly	$ 1	$ 1.50	$ 2

Physical plant: School facilities.

Hours: M–F 7:00–8:00 A.M. and 2:30–5:30 P.M.

OF SPECIAL INTEREST

Boosting school enrollment through before- and after-school care.

Young adolescents as staff aides.

Homework supervision.

Allowing youth to change into play clothes so they feel more at home.

Annunciation Before and After School Care Program

background

Catholic parochial schools all over the United States have experienced a drop in enrollment in the last 10 years, and Annunciation School is no exception to this national trend. Thus in 1980, the parents, faculty, and staff of the school decided to investigate the problem.

The school learned that many of its students' parents had enrolled their children in public schools because the public system bused students to and from school. In the afternoon this transportation was essential to working parents, who could not leave their jobs to pick up their children at Annunciation.

Rather than renting or buying a bus, Annunciation decided to offer something even more desirable than transportation—comfortable, attentive care for children in the before- and after-school hours. Thus the Annunciation Before and After School Care Program was born.

Opening in the fall of 1981, the program immediately had a striking impact. One-third of the Annunciation students were enrolled in the care program by the end of its first month of operation. In the first year, a total of 126 children registered for before- and after-school care. Of that number the average monthly attendance was 78 students, whose parents paid either a monthly or an hourly rate. Further, the enrollment in Annunciation School grew for the first time in 10 years, from 283 to 327 students.

community and participants

The children who attend the Annunciation program are all students at Annunciation School, about 75% of whom are Catholic. About 35 of the participants in 1982 were between the ages of 10 and 15. Many of them are the offspring of military personnel stationed at the Cherry Point Marine Corps Air Station in Havelock, N.C. Because of the transient nature of military work, many of the children have attended several schools and lived in several places in their young lives; Annunciation and Havelock will not be the last. They are encouraged to attend the care program in family groups; in fact, the hourly fee for three children ($2) is only double that for one child. On a monthly basis, three children pay $100, in contrast to the $45 fee for one child.

Changing Clothes and Help With Homework Make Young Teens Feel at Home

program

The Annunciation program is a fine example of stretching the talents of staff and the funds available to provide a variety of worthwhile and interesting activities. When the participants arrive immediately after school (2:30 P.M.), they are greeted with a simple snack, such as vegetables and dip or crackers and cheese. All the participants are invited to bring a change of clothes, so they can slip out of their parochial school uniforms and get comfortable, as they might at home.

A seven-member parent committee involved in setting up the program found that the single service parents most desired was homework supervision. Thus, before children can participate in crafts, free time, or other activities, they must complete their homework. Staff members and other students in the program offer help as needed, but they do not correct the homework. Children in the program now report getting and maintaining higher grades since they began to participate.

If children attended school during the day and are registered for the after-school program, they are expected either to attend or to provide a written excuse from their parents. When children who have been in school and who have not shown proof of parental permission to be absent do not show up, the staff members make every effort to locate them or to get in touch with parents immediately.

The program offers participants a number of different activities. There are special interest lessons, including piano, guitar, jazz dancing, tumbling, French, and Spanish. There are arts and crafts, movies, games, and parties. And there are mini-courses, including a Red Cross babysitting class, bicycle safety, health, and hair care. The Red Cross course is but one example of the program's use of community services. Through contacts at the Southern Bell Telephone Company, staff members are also able to offer a telephone awareness class, using materials such as free telephone equipment and a film strip supplied by the company.

grouping

Participants are grouped by interest as well as by age. The special interest classes are offered to age groups covering a three-year span: grades K-2, 3-5, 6-8. Only eighth graders are eligible for the work-study program. On the other hand, some activities, such as an end-of-the-year talent show called the "After-School Special," involve all ages working together.

The after-school program ends promptly at 5:30 P.M. Participants must be accompanied by an adult when they leave the building. Further, a late fee of $1 per child per five-minute period is charged when adults arrive after 5:30.

Creating Nurturing Environment is Important

meeting young adolescents' needs

Rayburn's first letter to parents announced the program and expressed its purpose: "The Before and After School Care Program will include nutritious snacks, a time for relaxing, supervised homework, outdoor games, library use, arts and crafts, and *more importantly—a spirit of love and care.*" In large measure, that love and care help to meet the needs of young adolescents in the program, for they have ample opportunity for positive interaction with the adult staff and with their peers. They also learn to nurture younger children through such activities as tutoring or organizing games. The work-study program gives eighth graders a sense of competence and achievement and a chance to participate meaningfully in the program. In addition, it gives the younger children a responsibility to anticipate in the coming years. The eighth graders report their delight with the feeling that they are "employed" and doing useful work for the staff and children.

The program offers diverse activities, such as foreign language instruction, tumbling, sewing, and jazz dancing, that are not part of the usual school routine and that encourage self-exploration. These activities also are an inducement to complete homework assignments. Physical activity—without the competition of team sports or leagues—is very much a part of the daily routine. Children are encouraged to play on the playground and participate in gymnastics and jazz dancing. And creativity is stressed in such activities as sewing, arts and crafts, cooking, and talent shows.

The rules that apply to Annunciation students during the school day are carried over into the after-school program, with the exception of the requirement that uniforms be worn. The students thus know what to expect and are comfortable with the program's structure and clear limits. They feel like part of a big family and enjoy having relationships from the school day carry over into the after-school hours.

Staff Encourages Eighth Graders to Help Out

staff

Margarethe Rayburn has been the director of the program since its inception in 1981. A member of Annunciation Parish, she has four children who attend Annunciation School. While not professionally trained in day-care work, she has had extensive experience in youth activities, having run a day camp and volunteered with the Girl Scouts. In addition, she organized and served as the president of a parent-teacher organization in Houston, Texas.

Rayburn has three assistants, all interviewed and hired by her. Her criteria for hiring staff are three-fold: they have to like children of all ages, be creative, and be active. Persons interested in simple child care or babysitting are not considered for staff positions.

In addition to the director and her assistants, there are two other categories of staff—special interest course leaders and student aides. The special interest leaders are hired because of their skills in specific areas: piano, guitar, jazz dancing, tumbling, foreign languages, and art. The special interest classes are offered to the program participants, and instructors are employed as long as there is sufficient interest in the classes.

The eighth graders registered in the program are offered the opportunity to participate for reduced fees ($5/month, to cover the cost of snacks) in exchange for their work as aides. Called "work-study students," the aides help the staff and younger children in a variety of ways: running the film projector, serving snacks, tutoring and helping younger children with homework, cleaning the kitchen, and performing maintenance tasks. They also assist in taking care of the staff members' infants and preschool children, all of whom attend the program free.

Participants and School Share Program Costs

funding

The direct costs of the program are supported completely by participants' fees. Indirect costs, including utilities and the space occupied by the program, are covered by the school. The fee structure is on three tracks, depending on whether participants attend on a daily, weekly, or hourly basis. In addition, all children pay a $3 annual registration fee. Participants who attend on a monthly basis get first choice for the special interest classes, for which they also pay reduced fees.

Program staff members solicit contributions of craft materials and discarded equipment from participants' families. "Our craft department needs in the next few weeks pipe cleaners, yarn, juice cans, styrofoam meat trays," read one recent *CAREgram*. "We are in great need of men's old shirts...shower curtains, or plastic table cloths," said another. Craft items are also purchased with fees collected from the participants.

At the end of the school year, any funds remaining in the program's coffers are turned over to the school and spent on equipment that benefits both the school and the care program. For example, when a $700 profit was realized in the spring of 1982, the school purchased a swing set.

physical plant

The Before and After School Care Program uses the school's gymnasium (which also serves as a cafeteria and auditorium) and the preschool building. The school's library building is available for students doing homework, and classrooms are used by special interest groups. In addition, the playground and outdoor picnic benches and tables are used.

Going Extra Mile Responds to Young People's Needs

The Annunciation program has succeeded in more than correcting the problem of declining enrollment. Likewise, it has surpassed parents' dream of homework supervision for their children while they are at work. Annunciation is a good example of how school officials, out of concern for the children they serve, went the extra mile to ensure that their program members would have a stimulating, caring environment in the before- and after-school hours.

BOYS CLUB OF TOLEDO

2250 North Detroit Avenue
Toledo, OH 43606
(419) 241-4258

No. 10

- ✓ arts
- ✓ academic enrichment
- ___ after-school day care
- ✓ community service
- ___ career education/jobs
- ✓ counseling
- ✓ recreation
- ___ religious education

FACTS AND FIGURES

Contact person: Edward R. Johansen, Executive Director.

Program's mission: To assure and enhance the quality of life for youngsters as participating members of a pluralistic community; to help youth to help themselves realize their potential for growth and development; to demonstrate that adults care for youth and truly desire to help them grow into functioning human beings with the necessary skills for living.

Ages: 7–17+.

Number served: 8,000 (young adolescents: 4,500).

Staff size: 15 full-time, 35 part-time, and about 50 volunteers. (In the summer, 25 additional full-time employees are hired.)

Major sources of funding: United Way, contributions, endowment investment income.

Budget: $827,000/year (all inclusive).

Program's cost per child: About $127/year.

Fees: $1/year.

Physical plant: Three club facilities (70,000 sq. ft. total), two with pools and gymnasiums, and a summer camp.

Hours: M–F 2:30–8:30 P.M, Sat. 11:00–7:00 P.M. (summer: M–F 12:30–8:30 P.M.).

OF SPECIAL INTEREST

Converting from boys-only to coed.

Emphasis on educational activities.

Using motivational techniques to promote active participation.

Encouraging improved race relations.

Professionalization of youth workers.

10

Boys Club of Toledo

It is much easier to save a soul in a healthy and satisfied, comfortable-feeling body, than in a body wasted by want and a mind diseased by injustice, cruelty, and wrong.

—John E. Gunckel, *Boyville*

background

Organized in 1892, the Toledo Newsboys' Association was the forerunner of the Boys Club of Toledo. The Association's founder, John E. Gunckel, was a local passenger agent with a midwestern railroad company. On his daily trips about downtown Toledo, Gunckel became aware of the plight of the poverty-stricken newsboys and bootblacks who were growing up with little adult guidance on the city streets.

Gunckel's book, *Boyville*, describes his work with the "newsies" and "shiners" to form an association that would require a strict code of conduct (inspired by the boys themselves) and would help Toledo's boys avoid lives of crime and poverty. Toledo's adult community provided an annual Christmas dinner, new suits of clothes for the boys, and rewards for honest deeds, such as returning objects found on the streets to their rightful owners. Members carried cards on which was written the newsboys' creed. Badges gave members pride and a sense of belonging. The boys themselves disciplined and protected each other.

During the near-century of its existence, the Toledo Newsboys' Association became the Boys Club of Toledo, comprised of three neighborhood clubs: East Toledo, Homer Hanham, and South Toledo. From the original 102 members who joined on Christmas Day 1892 grew a membership of over 5,000 boys.

Switching Program to Coed Takes Thoughtful Preparation

As activities for boys expanded, no similar opportunities for girls developed in Toledo. The Club, which was one of the original 53 clubs throughout the nation that formed the national Federated Boys Clubs in 1906, had subscribed to the national group's view that single-sex programming was most appropriate for boys. Yet in the early 1970s it became apparent that Toledo's United Way could not continue to invest thousands of dollars in services for boys while ignoring the comparable needs of girls in the same neighborhoods. The Boys Club of Toledo Board, many of whom were steeped in the tradition of single-sex programs, began struggling with the idea of accepting girls for membership in 1973. By the late 1970s, several forces added pressure to admit girls. A local Girl Scout leader, recognizing that she could not meet the emerging needs of large numbers of girls without building and staff, began the movement to establish a Girls Club in Toledo. A Girls Club Association was formed and applied to United Way for funding.

Meanwhile, the Boys Club of Toledo was considering what serving both sexes would involve. Each club building had been designed to serve only one sex: girls' locker rooms, for example, would have to be built if both sexes were to be accommodated. Educational and recreational facilities, too, had been planned with boys in mind: absent were the traditional sewing rooms and classes in dance, movement, and personal grooming that are standard in Girls Club programs. Further, while the clubs had female as well as male staff members, these professionals had been trained to work with boys. And possibly most problematic was the attitude of local philanthropists: would those who were committed to the Boys Club through their own personal experiences in the Club be willing to support a Boys *and* Girls Club?

United Way informed the Boys Club of Toledo that it could not maintain its level of funding for the Club if a separate Girls Club were formed. Since the Boys Club already owned three buildings, United Way clearly preferred serving both sexes in the existing facilities, which could be remodeled for coed purposes. This seemed the more economical course.

Finally, in 1981 the Boys Club of Toledo Board of Trustees announced that service to girls would begin in June. The plan to serve girls would proceed cautiously, contingent upon United Way's willingness to pay for all girls' activities, on a positive response from the girls in the community, and on the expansion and renovation of club facilities to make them better able to accommodate both sexes.

In its first phase of conversion to coed programming, the clubs were open only to girls on Monday, the day of the week when they had traditionally been closed to boys. Thus services to boys did not suffer as work with girls began. Existing female staff members were hired additional hours to direct the Monday activities for girls, with the idea that eventually, when both sexes were served on a daily basis, each group would have its own full-time program director.

United Way underwrote most of the expenses incurred in serving girls at the three clubs. What remained to be seen was how girls would respond to joining and going to the clubs once a week. Their response astonished even the most optimistic: during the first 10 Mondays that the clubs were open to them, more than 2,200 girls joined, with an average daily attendance (864) that far outstripped that of over 5,000 male members (650).

Full daily service to girls in all three clubs is to be the second step in the conversion to coeducational programming. Full service, however, depends upon a capital fund drive to raise money for renovation and expansion.

The Boys Club of Toledo executive director, Edward Johansen, frankly admits that girls are not getting a fair deal yet in Toledo. Caught in a bind between what the clubs must do for boys—based on the requirements of Boys Clubs of America and many bequests and gifts that have been given them in their long history—and what they want to do for girls, Johansen is eager to complete the expansion program and achieve equity for both sexes. Unit directors and program staff support the changes that coed programming will bring. "We had our doubts at first," says one club worker, "but when we saw the girls' enthusiasm, we all wanted to do our very best for them."

"Having the girls come one day a week is difficult," another staff member comments. "We can't have the day-to-day continuity with them that we have with the boys. But it is good that they be separated for a while. The boys have a sense of history in the place. They know what to do because they have been brought along gradually by older brothers or friends. Now girls of all ages have to learn what a club can be for them. They have to develop the skills at games and sports by themselves, in order to have confidence in what they can do here."

Learning to swim has been the highest priority for many of the clubs' new female members. Staff members had not anticipated the hundreds of girls who would arrive at the clubs without any background in water safety, despite the fact that Toledo is on the shores of Lake Erie and the Maumee River. "The girls just haven't had the chances to learn to swim that boys have had," says a staff member at the East Toledo Club. "For the first several weeks we all had to become swim instructors, moving the girls from one skill to another until we could trust them in deeper water. We want to develop activities that they will especially enjoy, but swimming has to be our highest priority right now."

Achieving equity for girls in Toledo is a slow, but steady process. The administrators and staff at the Boys Clubs are committed to making the changes that will give both sexes the "helping hand" that Gunckel so fervently desired for the city's boys.

Motivational Activities Promote Active Participation

program

The Toledo program offers many ways for young adolescents to feel competent, to achieve, and to develop their individual potential. Clearly, there will be far more opportunities for boys until girls are equally served in the clubs, but equity is a staff goal. The general goals of the program are varied, including leadership skills and values development; health and fitness; and racial understanding.

Each club provides motivational activities that encourage active participation. For example, in the cadet room (a special activity room for younger members), groups called the Smurfs and Smurfettes contract with the staff instructor to reach personal goals that can earn awards for them. Goals can be complicated or simple, depending on the individual youngster's needs. A member who has been inactive, for example, might set the personal goal of going to an activity room that he or she has not yet visited and participating in one event there.

In the educational activities centers (EAC) the emphasis is on verbal and math achievement, though the rooms look more like club rooms than classrooms. "The EACs used to be called libraries," Johansen explains, "and no one went into them. We threw out the old books that the kids weren't reading, and we put in some newer books, but also lots of games that would encourage verbal and math skills." Now the rooms are busy places, where members can go for special help with schoolwork, to play games, or to participate in such groups as the Newspaper Club or the Drama Club and the Bingo Bunch or the Connect-Four League. Motivational activities in the Hanham EAC have included belonging to a club, challenging the youth worker to a game, completing a work sheet, or writing a story. Those who climb the motivational ladder (colorful wall charts reflect their progress) earn increasingly valuable prizes, from a candy bar to a trip to the movies or a skating party. In addition, there are a boy and girl of the month, whose names and achievements are posted on the wall.

meeting young adolescents' needs

Johansen describes the clubs' programs as having structure that does not appear to be structured. "Activity freedom is what works," Johansen explains. "We want kids to have a place they can call their own, where they don't have to compete with adults. If a kid dreams all day of playing basketball at the Boys Club after school, then basketball is what he should have. But if he comes here to play basketball, perhaps we can promote some other activities, too. We don't want tight structure. We want the members to think of the people who work here as their friends, who care about and protect them, but who don't forcefully interfere with their lives. We offer help, but we are willing to back off a bit if the kids don't want our help."

The emphasis on individual growth, on competing with one's self as well as others to win awards, encourages healthy development while responding to the diversity that is so typical of young adolescents. Even members who cannot triumph in competition against others can be winners in meeting their own personal goals.

The comprehensiveness of the clubs' programs defies description. Opposite is a typical daily schedule, showing the activities available to members in each club room. Special events are held in addition to these activities. One of the seasonal events at the clubs each year is the pre-Thanksgiving "turkey shoot," which enables a boy and girl at each club to win a turkey without firing a single shot. Like the other motivational activities in the clubs, the turkey shoot requires participants to engage in a series of activities in every room in the club—including sports, swimming, educational events, games, arts and crafts, and public service. The competition goes on for a week prior to Thanksgiving.

EAST TOLEDO BOYS CLUB FALL PROGRAM

	CADET ROOM	E.A.C.	ATHLETICS	SR. GAMESROOM	JR. GAMESROOM	POOL	ARTS & CRAFTS	GENERAL
MONDAY	4:00–Smurfettes Goal Setting Mtg. 5:30–Smurfettes Goal Achievers Party	3:30–Word Puzzles 4:30–Quiz Bowl 5:30–Story Hour	3:30–Hot Shot Competition 5:00–Four-Square 6:00–Volleyball	4:15–Pool Tournament 6:00–Ping-Pong Competition 7:15–Table Games Club	4:00–Skills Session 5:00–Challenge the Champ 7:30–Doubles Tournament	4:30–Swim Lessons 6:00–Free Swim 7:00–Swimmer Only Hour	4:00–Daily Project 6:00–Group Project 7:30–Fine Arts	
TUESDAY	5:30–Smurfs Goal Setting Mtg. 6:30–Special Contest	4:00–Backgammon Club 6:30–Games Night	5:00–Jump Rope Contest 6:00–Floor Hockey	4:00–Challenge the Directors 7:00–Senior Pool League	4:00–Skills Session 6:00–Just for Fun	4:30–Swim Lessons 6:00–Free Swim 7:00–Advanced Swim Club	4:00–Daily Project (Drawing) 5:30–Group Project 7:00–Art Club	7:00–Parents Night
WEDNESDAY	4:30–Reading Club 5:30–Jogging Club	3:30–Activity Sheets 7:00–Journalism Club	3:45–Touch Football 6:30–Teen Basketball	4:00–Football Predictions 7:00–Table Games Club	3:30-4:30–Break the Record 6:00–Ping-Pong Night	4:30–Swim Lessons 6:00–Free Swim 7:00–Water Polo Competition	4:00–Daily Project (Watercolor) 7:00–Fine Arts Project	6:30–Sr. Keystone Club Meeting
THURSDAY	4:00–Secret File Folder Activity 6:30–Arts & Crafts Project	3:45–Story Hour 7:00–Cards Club	5:00–Hot Shot Competition 7:00–Floor Hockey League	4:00–Football Predictions 6:30–Senior Pool League	4:00–Challenge the Champ 6:00–Cadet/Junior Pool League	4:30–Swim Lessons 6:00–Free Swim 7:30–Water Games	4:00–Daily Project (Crayon) 7:00–Drawing Class	6:30–Jr. Staff Meeting on the 2nd & 4th Thursday
FRIDAY	4:00–New Members Meeting 5:00–Movie/Filmstrip & Activity	3:30–Activity Sheets 6:30–Bingo	5:00–Team Relays 6:00–Volleyball	4:00–Football Predictions 6:00–Cards Club	3:30-4:30–Break the Record 6:00–Doubles Tournament	4:30–Swim Lessons 6:00–Free Swim 7:30–Water Games	4:00–Daily Project (Collage) 6:00–Group Project	6:30–Jr. Keystone Club Meeting
SATURDAY	11:00–Smurfs Goal Achievers Party 1:00–Three-game Tournament 2:00–Art Project	10:00–Saturday Morning Club 12:00–Movies (Movie Critics Club)	10:30–Floor Hockey League 12:30–Teen Basketball	11:00–Elimination Contest 1:00–Casino Tournament	11:00–Pool League Play 1:00—Eight-Ball Tournament	10:00–Competitive Swim 11:00–Free Swim 2:00–Water Games	10:00–Daily Project 12:00–Group Project 1:00–Mold Painting	11:30–Snack Bar

The "health and fitness" goal of the Club goes beyond sports to include preparation for lifetime good health. A new Boys Clubs of America program at the three Toledo clubs, "The Body Works," sponsors vision screening, blood pressure checks, first aid classes, and instruction in health-building techniques, such as adequate nutrition or the avoidance of smoking. Members of The Body Works earn T-shirts that are emblazoned with a smiling face and the words, "Healthy Happy Kids."

grouping

The Toledo clubs group both by age and by interest, depending on the nature of the activity. Competitive activities in which age offers an advantage are understandably divided into groups of younger and older members. But activities that depend solely on interest, such as a club play, are open to all, regardless of age. Although different game rooms are designated to serve younger or older members, there is flexibility. Older members often go to the younger members' game room to teach them game skills and exhibit their prowess. "The younger kids welcome the older ones here," says a staff member, "but it's nice that the older ones have their own room. If it gets too crowded here, we can temporarily send them to their own game room and have more space for the younger kids." Rooms such as the older boys' game room give teenagers a place to call their own, where they can interact and develop friendships with their peers.

Interclub Activities Help Improve Race Relations

To promote racial understanding, the Boys Club of Toledo holds "Interclub," an all-clubs tournament sponsored in rotation by each of the clubs. Members sign up for a variety of tournament events—Ping-Pong, pool, checkers, Foosball, a potato race, for example—and compete against members from the other clubs, which are in different neighborhoods. Winning or losing is clearly not the point of this activity; instead, Interclub brings together the diverse populations of the three clubs in the hope of reducing inter-neighborhood animosities. At a time in their lives when young people are beginning to develop racial and ethnic identities, it is important that they be exposed to the fact that they are part of a multiracial and multicultural community. The insularity of some of Toledo's racial and ethnic neighborhoods is counteracted by the Club's day-to-day and summer camping programs, where young people of all origins and backgrounds are brought together for constructive activities.

The Boys Club of Toledo owns four buses to take members to each other's clubs and to other activities. The buses also are lent to other community groups, such as Scouts or the Catholic Club.

Development of Youth Workers' Professionalism Encouraged

staff

Each of the three Toledo clubs has two full-time staff members—a director and a program director—and several part-time staff members, many of whom are teachers and college students. When girls are on an equal footing with boys at the clubs, an additional full-time girls' program director will be hired.

The central administrative staff consists of the executive director, Johansen (only the eighth director in the Club's entire 90-year history), and two assistant directors, one for programs and membership, the other for budget and finance. They are aided by a guidance-education director, a secretary-receptionist, and a bookkeeper.

The guidance-education director, a local junior high language arts teacher, works 30 hours a week, evenings and Saturdays. He prepares educational motivational curricula for the clubs and works closely with the clubs' program staff members.

Over the years since the three clubs have been hiring part-time program leaders, they have developed an informal "profile" of the ideal qualities needed to fulfill this role. For the positions requiring more experience, such as directing the clubs' educational activities centers or their cadet rooms for children under nine years of age, the Boys Club is likely to seek an experienced teacher or college student who is majoring in education. Johansen says they are interested in employees who have particular skills, hobbies, and interests; experience as an instructor is highly desirable. Previous experience working in a day-care center, Scouts, youth group, or teaching in a Sunday school is also looked upon favorably. Care about personal appearance and maturity count heavily, since staff members will be role models for the clubs' members.

Boys Clubs of America offers professional training for full-time and some part-time staff members. The national organization requires that its members be recertified as Boys Club professionals every three years, either at Boys Club training programs or in other relevant educational experiences. Typical courses include child and adolescent development, management training, and career development.

The national organization also has helped to define what a professional Boys Club worker should be. The nature of Boys Clubs, with their dual emphasis on recreation and guidance, caused a lively debate among employees for several years. Was the Boys Club employee a social worker or a recreation specialist? In recent years, Boys Clubs of America has defined its career professionals as a cross between the two: one who offers guidance and personal growth opportunities through recreation and education. Now the national and local organizations have cooperated with several colleges and universities to offer the Boys Club professional degree or certificate.

The combination of professional status, a national organizational network, and the opportunity to move up through the ranks to an executive directorship helps to make Boys Club work a more appealing career than many other youth-work jobs. Johansen himself rose through the national network, beginning his career in Toledo and holding positions in clubs in Valdosta, Ga., Springfield, Ill., and Kansas City, Mo., before returning to become the executive director of the Boys Club of Toledo in 1971. He and other long-term career professionals have emphasized raising the salaries of Boys Club employees. Club directors in Toledo earn about $17,000 a year; part-time program staff, the majority of whom are college students, earn $3.75 to $4.05 an hour. Each Toledo club director has his own club budget and is authorized to raise additional funds in his own program area (e.g., through candy sales or space leasing for video games).

Flexibility Needed to Serve Diverse Community

community and participants

The staff members and the rules and structure at each Toledo club reflect the unique character of that club, and, in turn, of the neighborhood in which the club is located. East Toledo, for example, is located in a predominantly white, blue-collar neighborhood where parents have a strong Eastern European child-rearing philosophy. Rules are strict and well enforced in East Toledo's homes. Club staff members, most of whom are from the same background as the members, tend to be stricter about rules and discipline than at the other clubs.

On the other hand, with 3,400 members, 36,000 square feet of usable space, and a high daily attendance rate, activities at the Homer Hanham club are perhaps less closely controlled than at the East Toledo club, yet they are still safe and productive. The club's staff, like the membership, is predominantly black.

In contrast to the other clubs, South Toledo serves a mixed neighborhood of whites, blacks, and Hispanics. The club occupies the smallest of the three buildings, having neither gym nor swimming pool (members are bused to the other clubs to use those facilities). However, there is a warm family feeling among the staff members at South Toledo, undoubtedly aided in part by the fact that a smaller membership (850) is easier for the staff to get to know.

Of the total 8,000 members in the three clubs, about 33% are welfare recipients; about 46% of them come from single-parent homes.

Physical Plants Reflect What Staff Has Learned About Youth

physical plant

The physical plants of the three Toledo clubs are fairly representative of Boys Clubs nationally. All three clubs have arts and crafts rooms, educational activities centers, and game rooms (one for older members, another for younger ones). In addition, there is a cadet room for the younger members, where games, educational and art activities, and a close relationship with an adult staff member are available. The large clubs, like East Toledo and Homer Hanham, have Olympic-size swimming pools, locker rooms, and gymnasiums.

Hanham is the newest club; consequently, its design reflects what the staff has learned about the organization and structure of a youth facility. For example, the younger members' activities are located close to the entryway so they can scurry to a place where they feel comfortable as soon as they get into the club. In addition, the younger boys' game room has a soundproof glass wall that opens onto the entry foyer so that it is possible to see what is going on in the room—thus encouraging participation—without the deafening noise that so often accompanies a hotly contested pool or Ping-Pong match. The older boys' game room, which is located upstairs, is much smaller and more club-like than the younger boys' room. Here, teenage members can have their own leisure retreat where they can relax and listen to music.

Personal Contributions Crucial to Club's Existence

funding

Beyond the borders of the low-income Boys Club neighborhoods, Toledo is a relatively wealthy and charitable community. Four of the Fortune 500 companies are in Toledo, and there are many prosperous local industries. Over the years of the Toledo Newsboys' Association/Boys Club's existence, well-to-do citizens have contributed generously to an endowment that is now worth approximately $1 million.

Investment of the endowment funds yields a sizable portion of the Boys Club of Toledo's annual budget (17% in 1982), as do United Way funds (over 50%). Nonetheless, fund raising is a never-ending process for the Club. The "Friends of the Boys Club" is a group of Club trustees and other prominent citizens who raise funds separately for the Club. Legacies, bequests, and other gifts have also helped the Club. One individual, for example, contributed the funds needed to build the swimming pool at the Hanham club, then gave the club an additional large sum to invest in order to produce income for maintenance. "Before me, Club directors planted the seeds that led to gifts, legacies, and bequests that we are using now," Johansen says. "It is my responsibility to do the same for those who will follow me. Encouraging local citizens to name us in their wills and to make bequests requires education."

To accomplish this task, the Boys Club of Toledo employs the Philanthropic Planning Institute in New York, at a cost of $2,000 a year. "The Institute investment has already proved valuable with a single gift of $100,000," Johansen says. "But the real results of their work will be known in future years." The Institute has designed attractive brochures, reports, and booklets that cover such subjects as planned gifts, choosing an executor, marital deductions, and preparing for probate.

Other Club publications, most notably an attractive newsletter called *Kid Bits* keep the public informed about Boys Club activities and thank by name the individuals and organizations that have contributed to the Club. The Club also informs the public through presentations and membership in local civic organizations.

With all its fund-raising efforts, making ends meet can still be difficult for the Boys Club in light of the termination of all its federal funding. For five years, for example, Title XX funds paid for an after-school care program, the Youth Resource Center, which was operated out of the East Toledo club. After federal (Office of Juvenile Justice and Delinquency Prevention) funds dried up, the Boys Club was able to continue the project for an additional year before it was forced to shut down for lack of financial support. In 1981, insufficient funding resulted in the clubs closing on Saturdays. However, additional United Way funding for the girls' Monday programs has enabled the clubs to reopen on Saturdays for boys.

Club Makes Difference in Lives of Young Adolescents

outcomes

The Boys Club's staff members believe they are making a difference in the lives of Club members by helping them develop their individual potential and motivation to achieve personal goals. In addition, the warmth and obvious affection that the staff members exhibit for the young people encourage Club members to have healthy relationships with adults as well as with people their own age. Staff members also hope they are making a difference in the ethnic and racial divisions in the community.

The clubs can boast some famous alumni, such as Danny Thomas, Joe E. Brown, and Jamie Farr, whose portrayal of Klinger on the *M.A.S.H.* television series has made a name for Toledo's sausage. The staff members see rewards in the number of alumni whose sons (and daughters) now attend the clubs, who contribute to club fund-raising drives, and who are law-abiding citizens. Johansen says he is frequently met with testimonials as he travels around the city to talk to local groups about the Boys Club. "I'd be in jail but for Boys Club," is an oft-repeated refrain, echoing the words of John E. Gunckel, who almost a century ago cautioned Toledoans to provide opportunities for young people to grow in a healthy, productive manner.

JOINT NEIGHBORHOOD PROJECT, INC.

Immanuel Lutheran Church
556 East Second Street
Jamestown, NY 14701
(716) 664-7101

No. 11

- ✓ arts
- ✓ academic enrichment
- ✓ after-school day care
- ✓ community service
- ___ career education/jobs
- ✓ counseling
- ✓ recreation
- ___ religious education

FACTS AND FIGURES

Contact person: Jean Anderson, Director.

Program's mission: To provide comprehensive family services that meet the needs of a low-income neighborhood.

Ages: 5–14 in the after-school program, plus adults in overall Project.

Number served: 20–25/day during the school year, 85–100/day during the summer (young adolescents: 15/day in the after-school program); hundreds of adults and children in the overall Project.

Staff size: Four full-time (five additional part-time in summer), six to eight aides, and volunteer help.

Major sources of funding: Foundations, Immanuel Lutheran Church, N.Y. Division for Youth, Upper N.Y. Synod-Lutheran Church of America, United Way, and private donations.

Budget: $69,000/year for the entire Project (all inclusive).

Program's cost per child: Not available.

Fees: None.

Physical plant: Church's educational wing and parking lot.

Hours: M–F 3:00–5:00 P.M. during the school year; 9:00–4:00 P.M. summers.

OF SPECIAL INTEREST

Youth program as church's mission to the community.

Church as a social service agency.

Interagency collaboration.

Incorporation as independent private agency.

Joint Neighborhood Project

background

The Joint Neighborhood Project (JNP) began in 1960 as a small, informal summer recreation program for Immanuel Lutheran Church and neighborhood youngsters. When summer was over, the participants let the church know, in their own way, that their needs did not end with the warm weather. "The kids seemed to pretend they were still in the summer program, shoveling snow out from under the basketball rim. *They* indicated to us that there was a gap we needed to fill," says Director Jean Anderson. Since then, it has been JNP's mission to respond to the expressed needs of the people they work with.

Sometimes a tragedy is required to mobilize people around an issue that everyone knows exists but would rather ignore. For JNP, a tragic child-abuse death was the catalyst in 1975 that resulted in improved direct delivery of services to a community that was in great need of help. From a small church outreach effort, the program has evolved into a multiservice agency collaborating with numerous local agencies and providing direct services to hundreds of children and adults.

JNP now offers recreation services in the form of open-access after-school and summer youth programs; youth services in the form of an outreach worker program and a Big Brother/Big Sister program; mental health services in the form of social clubs for patients returning from hospitalization and others in the community trying to avoid hospitalization; family services via Parents Anonymous; and various forms of assistance like the Emergency Food Cupboard, the Nearly New Store, Christmas Stores, and referral and advocacy services. In addition, programs such as a W-I-C Clinic, Meals on Wheels, Literary Volunteers, and Rent-a-Youth have been started here and spun off when they were large enough to exist alone.

In 1981, JNP incorporated as a separate, private, nonprofit agency governed by its own board of directors, which includes representatives from Immanuel, four other area churches, and the community the program serves. Nevertheless, while the program has expanded and its board is widely representative of the city, JNP has remained a grass roots program, responsive to the needs of the Business-East district of Jamestown, N.Y., an inner-city neighborhood that is heavily populated, transient, and low income.

Youth Program is Church's Mission to Community in Need

community and participants

Immanuel Lutheran Church is located in what was once the center of town, where Swedish immigrants migrating from Pennsylvania settled and built their place of worship. Although over the years church members moved to outlying areas, they continued to belong to and worship in Immanuel Lutheran. Condemnation of the church building by the fire department compelled the congregation to buy property in the suburbs and to start a building fund campaign. However, in a tense and historic meeting, congregants reversed their decision and voted to sell the new property, stay in the city, and rebuild on the downtown property. The congregation remains predominantly Swedish, while the neighborhood is an ethnic and racial mix. Very few of the people who live in the neighborhood belong to the congregation.

As Jamestown grew, this neighborhood became the city's downtown area. Census figures indicate that the neighborhood served by JNP has a median income of $7,500 vs. the city's median of $8,623; 40% of the families have incomes under $6,000, as against 27% in the city as a whole; and adults have completed 9.6 median school years vs. 11.85 for the city.

Police statistics show the area to have one of the highest rates for police contacts with juveniles. The 1978 public school statistics indicate that this is the most transient area of the city. It comes as no surprise, then, that the elementary school in the district has the lowest attendance rate and the lowest math and reading scores of the eight elementary schools in the city. More than 50% of the participants in the program come from single-parent homes. JNP serves more children than any other agency in Jamestown, focusing on the particular needs of one neighborhood through direct services and through expending considerable energies coordinating community resources on its behalf.

While church membership rarely leads to participation in the after-school program (the members live too far away), in some cases the reverse is now true: participation in the program is beginning to lead to church membership. According to Anderson, "This generation may grow up not to be afraid of the church." Nevertheless, while the impetus for the program was religious—to reach beyond the church and minister to others—the expanded services are secular and open to all. In deciding to remain in this neighborhood, a middle-class church has made JNP its mission to the community.

Variety of Activities and Techniques Used to Attract Young Teens to Program

program

JNP's after-school program has recreational, cultural and academic enrichment, and child-care components. The program serves a wide range of ages (approximately 5 to 14 years) with a blend of structured and unstructured activities. Through the variety and accessibility of these activities, the program seeks to make contact with what is considered a high-risk population of children and families. When appropriate, outreach work follows the contacts made through the recreation activities.

For unstructured but supervised activities, the participants can gather in an open game room or on the playground. Structured programs include games, movies, field trips, arts and crafts, team sports, swimming, gymnastics, gardening, cooking classes, and civic projects. In addition, collaborative efforts with other organizations allow JNP to recognize specific needs and talents of members by providing scholarships to programs like the YMCA, YWCA, Girl Scouts, Boy Scouts, 4-H projects, and others. Sometimes, children are paired with a volunteer adult through JNP's Big Brother/Big Sister program.

grouping

Anyone can walk into this multi-aged, open-access, after-school program. Because of limited staff and space, there is no grouping of participants according to age, although there is some informal self-grouping by interest. JNP's after-school program is open Monday through Friday, from 3:00 P.M. to 5:00 P.M., to school-age children between the ages of 5 and 14. It is also adapting to community needs by offering services to preschoolers on Monday and Wednesday afternoons.

summertime

During the summer, the JNP summer youth program is open nine weeks, from 9:00 A.M. to 4:00 P.M., Monday through Friday. This program offers free hot lunches, music, cooking, dance, theater, puppetry, painting, reading, team and individual sports, free play on the playground, plus special trips to parks, museums, and the like.

In addition to the after-school and summer programs, JNP provides outreach services to area youth and their families that include dental and medical care and follow-up, the Emergency Food Cupboard, the Nearly New Store, and the Christmas Store.

JNP is housed in Immanuel Lutheran Church's educational wing, occupying approximately 6,000 square feet in addition to the outdoor play areas. The church facil-

physical plant

ity is warm, clean, and attractive. In the church, participants play in a large game room with a pool table and Foosball and in a fellowship hall, where parties are held and movies are shown. Cooking classes are taught in the kitchen, where food is also prepared for preschoolers' snacks and for teenagers' parties. In addition, there is a small room for solitary reading, for doing homework, or for the other quiet retreats that young people need. Beyond the educational wing, the church provides other space: "the whole church as we need it," according to the staff.

Diverse Program Activities Help Meet Young Adolescents' Needs

meeting young adolescents' needs

One of JNP's goals is fostering self-esteem, initiative, and responsibility in young people. To do this, staff members provide an array of activities by means of which young people can discover their special competencies and interests. In addition, the program pays for youngsters to take part in the activities of other agencies if a different program, like Scouts or the Y, offers areas of expertise not offered by JNP.

Opportunities for self-exploration and awareness are provided not only through the various activities already mentioned, but also through small-group therapy or individual counseling, when appropriate, as well as through informal rap sessions on such topics as grooming, drugs and alcohol, sexuality, and nutrition.

Young adolescents are able to contribute their energies to their community through city-wide cleanups and by taking part in an annual hunger walk. Likewise, they are able to participate actively in the program itself because they are encouraged to have a voice in the planning of activities and in suggesting new activities. Each week a list of activities is posted on the door; participants have had a say in what the plans are and what they will become.

The most striking example of youth involvement in the program has been the four-year process of building a playground. The church owns a blacktop parking lot, and, while the lot has white painted lines demarking a baseball diamond, a hopscotch area, and a basketball court, it has not been conducive to creative programming. The church raised money to buy property and JNP built a playground. Neighborhood youths were hired through the federally supported summer Youth Employment Program. In some cases, teenagers who had once spent evenings throwing rocks at the church became supervisors of young adolescents, building a creative play area. They are now very protective of their work, saying to potential vandals, "Please don't do that. We spent time and energy building this. Now you take care of it." The program staff members know that young people must have a sense of ownership if they are to safeguard rather than destroy facilities. Many of the adolescents at JNP feel they do not belong anywhere. They cannot afford the clothes, musical instruments, or sports equipment that could give them easy entry into social circles at school. For them, being part of the effort of building a place that is now theirs has been an important first in their lives: they belong.

The range of JNP's activities meets young adolescents' need for diverse experiences. Some of the special events include movies, a tour of a dairy, a visit to a veterinarian's office, attending boxing tournaments and other sporting events (one of the aides is an amateur boxer), as well as trips to the symphony and the opera. The activities that are held away from JNP are chosen explicitly to expand the horizons of young people who are culturally deprived. The program meets young adolescents' need for physical activity through team sports and free access to the playground. In fact, although JNP closes at 5:00 P.M., many of the young people stay outside afterwards, playing basketball on the blacktop play area.

Young adolescents' need for structure and clear limits is met through the explicitness of the rules governing their behavior and the schedule of activities posted on the door—even more through their interpersonal relationships with adults who are available to them at all times between 3:00 and 5:00 P.M.

Developing a Comprehensive Community Program Takes Time, Money, and Interagency Collaboration

Some people who visit JNP are overwhelmed by the scope of its services, concluding that they could never replicate such a comprehensive program in their communities. "You have to start somewhere," says Anderson. "It takes years." She started by joining boards. The interagency collaboration that allows JNP to offer diverse services to young people is the result of contacts made through Anderson and her staff's service on the Mental Health Committee of the Community Services Board, the Board of Directors of Chautauqua County's Family Support Systems, Chautauqua Opportunities, Inc. (a funnel agency for federal dollars), the Spouse Abuse Advisory Board, the Parent Aid Program, and the Chautauqua County Commission on Family Violence. The last of these is a network for all programs dealing with family violence.

By serving on boards, JNP staff members become acquainted with other service providers, hear firsthand what they are doing, and explore ways in which they can avoid duplication and work together. For instance, JNP's Youth Program Director worked with a group concerned about teenage pregnancy. The outgrowth of this effort was the establishment by the N.Y. Division for Youth of a new interagency group, Youth-Serving Agencies. For JNP's youngsters, the outcome was tangible: they now have gymnastics at the local Y, join activities at the Girls Club, use the Salvation Army's gym once a week, and get to swim in the Boys Club pool once a week because of the contacts made during the many meetings the Youth Program Director attended. (And for JNP's budget, the result is also important: they pay only 10¢ per swimmer in insurance costs for the use of the pool; the rest is gratis.)

funding

JNP receives its support from private foundations, Immanuel Lutheran Church, the N.Y. Division for Youth, the Upper N.Y. Synod-Lutheran Church of America, United Way, and private donations, as well as CETA (for summer positions), other local churches, the Nearly New Store, and special projects. The budget for 1980 was $47,231; for 1981, $55,900; for 1982, $66,315. In addition to approximately $10,000 in direct support, Immanuel Lutheran Church gives JNP the use of the church and covers its custodial and utility expenses, printing, telephone costs, and a secretary—in other words, a substantial contribution that reflects the congregation's commitment. Volunteers contribute their time, most notably three doctors who give program participants their physicals for summer camp.

JNP takes a seasoned approach to fund raising. "You can't just ask for a bunch of money and develop an idea," says Anderson. Instead, JNP staff members develop an idea with volunteers and then ask for funding once they know it can be effective. This is not necessarily the easiest way to secure funds, since foundations like to fund so-called pilot projects. Having established their track record, however, JNP finds funders more open to them now than in the past. "An idea on paper is nothing. It's dead at the end of the money," according to Anderson. At JNP, an idea is translated to action. Funders know what they are supporting before they commit themselves.

Another unusual aspect of JNP's funding results from its incorporation as an entity separate from the church. As a result of this recent step, JNP is able to receive

funds from United Way and to qualify for federal dollars and work-relief personnel. These funds would not be available were JNP a church program by statute.

Close Supervision of Participants Necessary to Make Interagency Collaboration Work

staff

JNP has four staff members plus a custodian and people on work-relief who help out. Spearheading the effort is Anderson, a "short-term" volunteer who stayed on to become program coordinator for 15 years and then director. Serving with her is the youth program director, an outreach worker (M.S. in counseling), and an administrator. While they work as a team, the youth program director is the one staff person responsible for the after-school program. In addition, four or five assistant directors (usually teachers) and aides are hired for the summer program. The aides are high school Youth Employment Program workers who receive special job counseling and training for future employment in return for living up to the program's high standards for leadership and loyalty.

Careful supervision is key to the program's successful collaborative efforts. When JNP youngsters go out to other programs, whether for gymnastics or swimming or short-term clubs, they must be well behaved, lest JNP lose access to the facilities. The permanent, experienced team of four core staff members is critical to maintaining the high level of supervision and accountability required. In addition, summer program staff receive two days of intensive training, during which they get to know each other, go over administrative details like supplies and inventory, and share insights about working with the participants in the program. During the year, there is a weekly meeting for staff members during which they review the schedule of events and raise special concerns about the participants.

Improved Child Health, Community Awareness Testify to Program's Success

outcomes

While the positive results of programs like JNP are difficult to measure, JNP takes pride in having taken a leading role in the development of services to prevent child abuse and neglect by spearheading the formation of a network of over 76 agencies and service providers. Along with what JNP sees as a resulting improvement of services has been an increased community awareness of the child-abuse problem and its symptoms. JNP has been responsible for enhancing the health status of the young people who attend the program, especially their nutrition. When young people can select warm winter jackets from the Nearly New Store, receive good food, and play and learn in a safe, supervised, caring environment, staff members assume, as do the church members and funders who support the program, that the outcomes are considerable and positive.

THE UPSTAIRS

232½ Main Street
Ames, IA 50010
(515) 232-4331

No. 12

- ✓ **arts**
- ___ **academic enrichment**
- ___ **after-school day care**
- ✓ **community service**
- ✓ **career education/jobs**
- ✓ **counseling**
- ✓ **recreation**
- ___ **religious education**

FACTS AND FIGURES

Contact person: Alvera Stern, Director, Prevention/Education Services, Youth and Shelter Services, Inc.

Program's mission: "To implement a strategy for positive youth development in Story County. . . to improve the image of youth in the community, reduce negative labeling, gain youth access to desirable social roles, support youth advocacy efforts, increase youth participation in decision-making roles, and to secure the general well-being of all youth in central Iowa."

Ages: 10–18.

Number served: Approximately 18,000 youth and adults (young adolescents: about 5,000).

Staff size: Seven full-time, three part-time; 300 youth and 30 adult volunteers.

Major sources of funding: Iowa Department of Substance Abuse, Story County Board of Supervisors, Ames City Council, Story County Youth Probation Office, United Way of Ames/Gilbert, Iowa Arts Council, fund-raising events.

Budget: **Media Arts Workshop:** $39,315/year (all inclusive). **Summerfest:** $3000–$4,000/year (self-supporting except for staff members' salaries paid by The Upstairs). **Job-Finders:** volunteer effort; no budget allocated. **Peer Helpers:** $5,000/year (excludes general administrative costs).

Program's cost per child: **Media Arts Workshop:** $90/year. **Other programs:** unavailable.

Fees: **Media Arts Workshop:** $20/year (waivable). **Other programs:** free.

Physical plant: 3,000–4,000 square feet of loft space above stores on Main Street.

Hours: **Media Arts Workshop:** M–F 3:00–6:00 P.M., 7:00–10:00 P.M.; Sat. 1:00–5:00 P M. (summers: M–F 10:00–6:00 P.M., 7:00–10:00 P.M., Sat. 10:00–6:00 P.M.). **Summerfest:** Monday evenings, January–August, and one weekend in August. **Job Finders** and **Peer Helpers:** vary.

OF SPECIAL INTEREST

Arts involvement as a prevention strategy.

Substance abuse prevention as funding umbrella.

Emphasis on youth involvement in program planning.

Meaningful community service activities for participants.

In-service training for staff members.

The Upstairs

"In today's complex society, growing up can be a very confusing and lonely time in a young person's life. Today, youth need constructive alternatives for developing into competent members of the community." This message from The Upstairs rings true for the thousands of young people who join its programs and attend its special events.

Among the many "alternatives" The Upstairs offers are the **Media Arts Workshop,** where young people can express themselves through art, music, and photography; **Summerfest,** the largest youth-run festival in the Midwest; **Job-Finders,** a project to help youth find employment; and **Peer Helpers,** a sociodrama program in which young people help each other deal with issues such as peer pressure and family communication.

background

The Upstairs is the prevention and education branch of Youth and Shelter Services, Inc., a private, comprehensive agency serving youth in Story, Boone, and Hamilton Counties, Iowa. While Youth and Shelter Services offers many treatment and residential services for troubled youth, its commitment to prevention is powerful "so the need never arises to pick up the pieces of a broken life." The Upstairs defines prevention as helping young people build self-esteem, responsibility, a sense of belonging, power, competence, and identity within the community.

At The Upstairs, maximum youth involvement is encouraged, even expected, in all phases from planning to participating. Staff members believe that by giving youngsters responsibility they are not only giving them access to desirable social roles, but also encouraging them to have a stake in society and a reason to conform to society's laws.

physical plant

"The Upstairs" derives its name from its location above several stores on Main Street in Ames, a typical college town (Iowa State University) that is surrounded by farmland. The Upstairs is a creative, vivid environment, with colorful murals and a large social room with comfortable chairs and couches, a stereo, and a piano. The program is open to 10- to 18-year-olds in Story County, which is a predominantly (96%) white, middle-class mix of farmers and university employees.

community and participants

funding

Given The Upstairs' emphasis on prevention, the fact that it has received and continues to receive large amounts of money from the Iowa State Department of Substance Abuse could be misleading. In addition, The Upstairs receives funds from the governments of Story County and the city of Ames, United Way of Ames/Gilbert, the Iowa Arts Council, private donations, and fees. The total Upstairs budget is $116,182, which is all inclusive. Special fund-raising projects run by the young participants supplement this budget with approximately $8,500.

staff

Alvera Stern has directed The Upstairs since 1979. She has an Ed.D. and 20 years experience in teaching, counseling, and consulting work with youth. Stern oversees a staff of 7 full-time and 3 part-time workers, as well as 300 youth and 30 adult volunteers.

Media Arts Workshop Provides Creative Expression Through Art and Music

background

The Media Arts Workshop (MAW) was begun in 1976 to give young people the chance to express themselves through art and music. As MAW Director Kent Newman puts it, "The programming at the Workshop is based on a belief in the therapeutic benefits of arts involvement, including enhanced self-expression and feelings of self-

worth." One newspaper article has stated, "Downtown Ames may have an answer to the ever-present problem of keeping today's youth occupied and out of trouble. The big difference between this program and others is that the young people can enjoy what they're doing, while at the same time learning and building responsibility."

program

Thirty-eight hours a week (63 during the summer), MAW's doors are open to 12- to 18-year-olds who wish to explore "some of the most challenging and humanistic aspects of new technology." At any moment, MAW students are receiving instruction in electronics, audio principles, recording techniques, music composition, sound synthesis, guitar, bass guitar, drums, and performing. MAW's fully equipped facility includes a multi-track recording studio, a synthesizer, electric guitars, drum set, movie camera, and complete darkroom. MAW participants compose and record their own music, produce photo essays that have been published in the local newspaper, perform at schools and shopping malls, or prepare video documentaries (notably, one on Nancy Reagan's August 5, 1982 visit to Youth and Shelter Services, but no less importantly, one on a ninth-grade MAW student who runs his own bicycle shop). A sample MAW schedule from May 1982 looks like this:

Monday	4:00-6:00	Filmmaking and Animation Class
Tuesday	4:00-5:30	Beginning Photography
Wednesday	4:00-6:00	Synthesizer Class
	7:00-10:00	Drum Lessons
Thursday	4:00-5:30	Advanced Photography
	7:00-10:00	Photo Lab
	8:00-10:00	Multi-Media Performance Group
	7:00-10:00	Guitar & Bass Lessons (by appointment)
Friday	7:00-10:00	Guitar and Bass Guitar Lessons (by appointment)
Saturday	2:00-4:00	Mixing & Recording Classes Also by appointment: Video production, guitar & bass lessons

The Media Arts Workshop is open for "drop-in" activities as follows:

Monday-Friday	3:00-6:00 and 7:00-10:00
Saturday	1:00-5:00

Approximately 45 students are involved at the Media Arts Workshop (MAW) on a regular basis; another 50 to 100 young people drop in monthly. Most are sixth through ninth graders; once they get into high school, they find school activities compete successfully for their time.

meeting young adolescents' needs

The Media Arts Workshop's immediate appeal to young people is the opportunity it affords them to explore new vistas through their own creativity, develop new areas of competence, become engaged in relationships with caring adults as well as peers, and to do this via two of their best-loved outlets: music and photography. However, students in the program are quick to point out that they do not attend solely for the classes. "Even when there aren't any classes, I come here to hang out." They like the "nonschool atmosphere" where there are open, nonthreatening adults they can talk to freely. In addition, they also like the active role they take in running the program, both directly and through a student advisory board.

Participants are also able to make contributions to their community—by performing in schools and shopping malls and setting up information booths at community functions. In addition, the MAW plans to do outreach work in the community two days per month in each of two neighboring counties. This will involve taking their equipment in a van to various sites for demonstrations and performances.

Individual Contracts Define Expectations of Both Program and Participant

Young adolescents' need for structure and clear limits is met through the strength of the adult-student relationships, but also through careful rule setting. For instance, participants have set aside one room for smoking and have decreed that only one person may smoke at a time. Rules are obeyed because the young people have set them.

In addition, individual program contracts help define what is expected of each participant and what each person can reasonably expect from the program and staff. Examples of MAW's expectations, all of which are stated in each individual's contract, include coming to class regularly, attending group rap sessions, completing pre- and post-tests, abstaining from drugs and alcohol on and before coming to the premises (the program is considered an alternative "high"), observing darkroom and studio rules and procedures, and signing in and out. Examples of expectations that students might have include always having someone to "answer questions" (staff members call this "continuous growth counseling"), getting private lessons at the earliest possible time, and having one-on-one or group counseling sessions for working on personal problems. In addition to agreeing in writing to these mutual expectations, students add their personal goals for their participation in the program. They choose their own classes and set their own goals. Each contract is signed by the participant and a staff member.

Phase System Helps MAW Gauge Participants' Involvement

The MAW has instituted an unusual "phase system" for involving participants and evaluating their experience in the program. During Phase I participants check out the facilities and equipment, trying out the various facets of the MAW but making no formal commitment to it. In Phase II participants make a commitment to regular involvement in the program, including setting personal goals, becoming involved in an intake procedure that includes a contract with the program, and completing the pre-test component of the MAW's evaluation instrument. When a participant discontinues regular program involvement, he or she completes the post-test components of the evaluation instrument. Some people, however, advance to Phase III, which is reserved for students who have demonstrated exceptional achievement and responsibility. They are granted peer instructor status in the program. The MAW serves approximately 260 Phase I, 52 Phase II, and 6 Phase III participants.

Prevention is for "Healthy" as Well as "Predelinquent" Youth

participants

The MAW has an interestingly heterogeneous population because it does not limit its clientele to teenagers in trouble, as The Upstairs' funding from the State Department of Substance Abuse might lead one to expect. The program integrates young people who are models of leadership, average youth, and potential juvenile offenders around common activities. Recently, the MAW also began working extensively with the talented and gifted programs at the local schools.

Relatively stable youngsters interact with others having considerable problems, to their mutual benefit. For instance, in one case a gifted sixth grader who lacked social skills and was therefore referred by his school counselor was matched with a socially adept youngster having problems in school. Each gained from the other's strengths.

The ratio of so-called "healthy" youngsters to those referred because they are "predelinquent" is about 3 to 1. (Although the number of girls is on the rise, 80% of MAW participants are boys.)

Youngsters Drawn to Staff Members Willing to "Talk About Anything"

staff

The Media Arts Workshop has four paid staff members, two of whom are VISTA workers. Kent Newman has a B.S. from Iowa State University with a major in distributive studies (psychology, sociology, and anthropology). He is a musician and photographer with human services training. The Workshop's assistant, Jon Michaels, is a musician who has been with the program since 1980. Over the course of a year, the MAW will have four to five volunteers.

Testimonials about the staff members flow from the participants, who know that the adults love working with them. The youngsters make it clear, both in interviews and in the evaluation process, that they do not merely attend classes: they are attracted by adults they can talk to "about anything."

Program participants really love the MAW, and the signs of this are everywhere. No equipment has ever been vandalized or stolen, except for one 1982 break-in. Youngsters drop in when they have special problems just to talk to someone they trust, for support, for a shoulder to cry on, and for help sorting things out. In fact, the program is so popular that recruitment is not stressed: if the effort is too successful, the MAW is left with a long waiting list, sometimes as high as 100.

A quarterly evaluation by the participants helps the staff members learn how they can improve the program. Two formal evaluations, one by the members of the sociology department at Iowa State University and one by an intern, have also increased MAW staff members' self-awareness about shortcomings and strengths. Mostly, the staff members look for signs that participants are experiencing success, a feeling of accomplishment, and increased self-esteem.

Participants Plan Their Own Fund-Raising Activities

funding

MAW's share of Youth and Shelter Service's budget comes to $39,315/year, which is all inclusive. Without salaries, a program like MAW can be run for $10,000 per year.

In addition, however, MAW participants plan and run their own fund-raising activities. For instance, a Skate-A-Thon and a Tube-A-Thon (riding down the Skunk River on an inner tube) raised the funds to purchase an 8-track tape and sound mixer for the sound recording room. Also, on some Saturday nights from 7:00 to 10:00 P.M., MAW converts The Upstairs into a coffee house, with entertainment provided by the youngsters. Aside from being an alternative to the keg parties that are so prevalent in a university town, this event—called "Saturday Nite: Live"—gives youngsters an opportunity to perform. All profits go to the MAW.

Fees also help support MAW, which was free until 1982. A $20 fee is now assessed annually; it is waived in cases of financial hardship. In addition, there is a charge for paper in photography classes. Students run up accounts, which they pay off as they are able to.

Summerfest Allows Youth to Exercise Meaningful Responsibility

meeting young adolescents' needs

Young people need opportunities to exercise their growing sense of responsibility. They need to make a meaningful contribution to their community that weaves them into the fabric of community life. Summerfest, which began in 1973, is the epitome of a program that meets these pressing needs.

program

participants

funding

Summerfest is a two-day music and fun gala that takes place the second weekend every August. The largest youth-run festival in the Midwest, it is initiated, organized, and conducted by about 30 Story County youth, who meet at The Upstairs from 7:00 to 8:00 P.M. every Monday night from February to August in order to put the festival together. The young people—most of whom are 14 to 16 years old—plan various events to raise the $3,000 to $4,000 needed to pay for bands, electrical equipment, and other expenses (staff members' salaries are paid by The Upstairs). For instance, the planning group writes letters to community members soliciting donations, conducts a radiothon, collects aluminum cans, holds bake sales, and has written and sold a cookbook as fund raisers.

Two other fund-raising events bear witness to the responsibility and ingenuity required of the committee. First, each year members of the planning committee "kidnap" local celebrities, including school principals, city council members, and other notables, carry them off in a hearse, and hold them for ransom. This event requires the cooperation of the town and careful coordination on the part of the youngsters. Second, the committee sponsors liquor-free dances in local bars on Sunday nights. Because bars may not be open on Sundays, Summerfest youth must go to the city council to obtain a waiver.

Their responsibility does not end with fund raising. The members of the planning committee must get sound licenses from the police, arrange for trash control, get permission to block off streets, get raffle licenses, and arrange for parks and recreation permits. They must contact and book the bands. To top it all, they publish a Summerfest newspaper to publicize the upcoming fete.

Summerfest staff member Denise Denton stresses that the young planners take full responsibility for Summerfest, even when something goes wrong. Because staff members believe it is important for young people to accept responsibility for their own actions, they tend not to bail out the youngsters. For example, once the Summerfest planners failed to get a band contract signed. When the band did not show up, they had to scramble to find a replacement. "Learning to cope with failure is important too," says Denton.

staff

Three other Upstairs staff members and summer interns also help the youngsters as needed. Denton began as an intern at The Upstairs in 1976. She is also completing an M.A. in family environment, counseling, and youth development.

The weekend itself begins at 6:30 A.M. with a "fun run" in a local park. Next, breakfast is served at the "People Place," a family life enrichment program to which the breakfast proceeds are given. Races for young children are held at a swimming pool, with Summerfest youth serving as judges. At another park, free watermelon and ice cream are served, donated by local businesses. A hot dog sale, pet show, relay races, a double-header baseball game, and other activities continue until 5:00 P.M. In early evening the entire festival moves to Main Street, where dancing to the bands' music lasts until the wee hours of the morning. On Sunday, five bands present a 10-hour concert.

Job-Finders Matches Teens With Employers

participants

program

meeting young adolescents' needs

Another important program of The Upstairs is Job-Finders, which helps young people ages 13 to 18 find employment by connecting them with employers or people who need services such as lawn mowing or window washing. The 3:00 to 6:00 P.M. issue is not solely related to the after-school hours. The problem intensifies during the summer as many young people are left for entire days without supervision or constructive activities to occupy their time. Gainful employment satisfies young adolescents' need for something to do. It also helps them to take their place in their community. Thus at Job-Finders, a career development worker in each of five area school systems works with the youngsters, counseling them about effective ways to look for a job and creating a bridge between employees and employers.

funding

Job-Finders was initially funded by a Governor's Discretionary Grant of $54,000. The key to obtaining the grant was involving semiretired senior citizens as job counselors (five part-time positions). At first these older people were apprehensive about working with teenagers, but they quickly turned into youth advocates. While funding ended September 30, 1982, the job counselors have continued on a voluntary basis because they now enjoy and believe in the program so deeply.

Between March 1 and September 30, 1982, 500 teenagers obtained jobs—mostly during the summer on farms—generating $92,000 in income. Some of the jobs continued on a part-time basis during the school year. The evaluation of an employer conveys the tone of the experience: "Rick was a good worker with a very pleasing personality. He has stopped in while riding his bicycle past our place since he helped us—just to visit for a few minutes—unusual, we thought, for a young person. Rick will make it! Thanks for sending him to us."

staff

Job-Finders is run by Project Coordinator Twila Young, who also directs Mainstream, an employment and skills program for high-risk youth. Young, who has a B.F.A. in theater production, worked eight years as a television journalist and freelanced for two years in public relations. Youth and Shelter Services was one of her clients, which led her to take this position in January 1982.

Peer Helpers: Young People Reach Out to Each Other

program

Peer Helpers is a sociodrama program that began with a group of eighth-grade girls. The group, now in twelfth grade, composes and performs situational dramas about peer pressure, drug and alcohol abuse, family communication, decision making, sibling rivalry, and other issues of concern to adolescents. The group meets after school and evenings.

At the outset, the girls were in an eight-week training program in communication skills, led by an expert in psychodrama. They have performed over the years in elementary schools, churches, and at conferences, workshops, and seminars for groups interested in youth. They have also videotaped a 10-part series of sociodramas entitled "Choices." Those in the group who give public talks are paid minimum wage for their efforts.

funding

The budget for Peer Helpers is $5,000/year, which covers the direct costs of programming; general administrative costs are absorbed in The Upstairs' budget. Fundraising projects run by the youth earn approximately $3,500/year for the group.

When the group performs in schools, in a program called "Coming Through," parents as well as students attend. The parents meet in a separate room with Alvera Stern, who discusses adolescent development and talks about "red flags," or warning signals of adolescent distress that parents need to know. Meanwhile, their fifth- and sixth-grade children see a performance by the Peer Helpers. Stern has shifted the focus of the sociodramas to the middle grades because of young adolescents' and their parents' urgent need for information about normal development and signals of distress.

The twelfth-grade girls have begun training eighth and ninth graders in sociodrama techniques, thereby passing on the tradition of Peer Helpers.

Sense of Mission Helps Upstairs Staff Translate Philosophy into Practice

The Upstairs philosophy of providing youth with constructive alternatives for developing into competent members of the community can be seen in all of the programs described above. In-service training helps translate this philosophy into practice. There is an in-service program for agency staff every month, addressing issues like sexism in the work place, assertiveness, and sexual attitudes—sessions that help staff members with their own growth as they work with adolescents. In addition, since professional in-service training is hard to find locally, staff members are urged to look for national technical workshops. A questionnaire is also distributed annually so that staff members can indicate their priority areas for personal and professional growth.

Likewise, the financial success of The Upstairs results from translating philosophy into solid community relations. Staff members tap every available community resource for donations of funds, services, and equipment. They are masterful at publicizing what they do, including annual media campaigns that focus on a single issue: alcohol and drug abuse one year (the reason for Nancy Reagan's visit), independence a second year, sexuality a third. Every Sunday at 12:30 P.M. a local television program, "Young People Speak Out," features a changing panel of two adults and one teenager, with participation from teenagers in the audience. Stern serves as a consultant to the program, helping to furnish topics as well as adult and youth participants.

outcomes

Because success attracts people, The Upstairs now boasts over 300 youth and 30 adult volunteers, annually. The only prerequisites for volunteers, as well as for all staff members, is that they be caring, resolute, and energetic.

An annual report from Youth and Shelter Services includes a picture of seven depressed and angry youngsters, with a caption, "Ignore them. Maybe they'll go away." Instead, young people flock to The Upstairs and its various programs in droves. They are not "going away," but rather are becoming more deeply committed to their community and, most important, to the best in themselves.

SAINT LUKE YOUTH MINISTRY

Junior High
Saint Luke Lutheran Church
Colesville Road and Dale Drive
Silver Spring, MD 20910
(301) 588-0818

No. 13

- ✓ **arts**
- ___ **academic enrichment**
- ___ **after-school day care**
- ✓ **community service**
- ✓ **career education/jobs**
- ___ **counseling**
- ✓ **recreation**
- ✓ **religious education**

FACTS AND FIGURES

Contact Person: Pastor David Matthew Buchenroth, Director of Youth Ministry.

Program's mission: To help young adolescents and their families grow, learn, and mature through activities that encourage the healthy development of relationships with peers and adults, spiritual growth, and heightened self-esteem.

Ages: Grades 7–9.

Number served: About 150.

Staff size: Three full-time, three part-time (additional summer staff: six full-time), and, over a year's time, 162 volunteer adults and college students.

Major sources of funding: Church offerings, church budget, and participant fees.

Budget: About $5,000/year (program activities only, excludes salaries, overhead, etc.).

Program's cost per child: About $77/year.

Fees: $44/year.

Physical plant: Church facilities and retreat.

Hours: Tuesday 3:30–7:15 P.M., plus varied daily activities.

OF SPECIAL INTEREST

Diversity of religious education, recreation, and personal growth programs.

Sex education that promotes dialogue between young teens and parents.

Extensive community service opportunities.

Program alumni as source of volunteers and role models.

Staff in-service training that stresses early adolescent development.

Education program that helps parents understand their young adolescents.

November 1982

13

St. Luke Youth Ministry

St. Luke Lutheran Church offers so many activities for young people—both after school and at other times—that its description of junior high activities alone fills an 18-page booklet. The church defines its ministry to young people broadly enough to include not only Supertuesday, a weekly after-school confirmation program, but also sports, camping, sex education, drama, music, and a wide range of social events from dances to hayrides to weekend retreats. Many families have been drawn to St. Luke by their or their children's desire to be a part of a church community that is committed to youth.

Varied Program Provides Both Religious Education and Fun

background

The foundation of the three-year junior high program is catechism, the basic education necessary for the Rite of Confirmation that occurs in ninth grade. "Supertuesday," the congregation's after-school program, was begun over 20 years ago, combining formal catechetical instruction with discussion, relaxation, dinner, and worship. Attendance is mandatory for young people who wish to be confirmed. Approximately 150 junior high students from 50 schools attend every Tuesday afternoon and evening, exploring the bases of religious faith, examining the hymnal and liturgy, and learning the history of Lutheran worship. Following is a typical schedule for Supertuesday:

program

3:30–4:00	Snacks and recreation
4:00–5:00	Confirmation choir rehearsal (includes seventh, eighth, and ninth graders) or large-group instruction period for those not attending choir rehearsal
5:00–6:00	Small-group classes (seventh, eighth, and ninth graders separately)
6:00–7:00	Supper
7:00–7:15	Worship

The "snack session" features a table brimming with sandwiches, fruit, and milk. Young people can play Ping-Pong or board games, listen to records, sit together just to talk, or do homework alone or together. The youth ministry staff and volunteers visit and relax with the junior high students. Staff members are sought out by the students for serious discussion as well as casual conversation. The large-group instruction, which follows the snack and unwinding, is led by the youth minister, who distributes a sheet of questions to guide the session but allows the group members to choose the questions they want to discuss.

Retreats Offer Chance for More Concentrated Activity

The year-long ministry program for young adolescents includes many other activities that take place on evenings, weekends, and all day in the summer months. There are three weekend retreats during the school year for junior high youth. Although the retreats' subject matter does not vary greatly from year to year, certain changes are made in response to the unique needs and interests of each group. In addition, the weekend retreat is more intensive than Sunday school or Supertuesday, offering a different but equally important foundation for confirmation. Studying religious views of

creation in the out-of-doors, for example, elicits feelings and discussions unlikely to occur in the more conventional classroom.

The first retreat, for seventh through ninth graders, is the "Greatsupercolossalunbelievabletopnotchzanyoutrageous Weekend." In a nearby facility, junior high students spend a weekend each November on one of three themes, each covered once in a three-year cycle: The Ten Commandments, the Apostles' Creed, and the Lord's Prayer. The students typically participate in this retreat three times, thus addressing each of the themes prior to their confirmation in ninth grade.

In March, "Whatabunchofcharacters" is held for eighth graders. This retreat focuses on studies of Bible figures, which are used to stimulate discussions about the self-image and self-esteem of the young participants.

Unique Sex Education Program Promotes Dialogue Between Teens and Parents

In February, ninth-grade students participate in a retreat on human sexuality, "Corn Flakes and Pickles." Throughout the weekend, they examine the process and experience of maturing into young men and women. Small-group activities focus on the teenager's body image, how teenagers think friends see them, and what they think is attractive about others. Although the physical changes that occur during adolescence are not discussed extensively—most of these teenagers feel they get a lot of the "facts" in school—the participants do have opportunities for asking questions, participating in role play, discussing values, getting insights from college students and older adults, and examining how their thinking about love and sex is influenced by the media.

The human sexuality retreat builds self-esteem and self-awareness by placing sexuality in a context of values. The program also promotes understanding of parents' points of view. In a concluding retreat activity, the participants are asked to write what they think their parents would tell them about a mature, loving relationship. They are not aware that their parents have been asked, prior to the retreat, to write them letters on the same subject. Those letters, collected in advance by the pastor, are given to the retreat participants to read in privacy after their own writing exercise.The letters give sons and daughters something tangible and valuable from their parents, who may find it difficult to talk face-to-face with them about love and sexuality. The letters also give the young people a chance to consider misconceptions they may have had about their parents' attitudes. Further, the parents' letters, given as they are at the conclusion of the retreat, offer an opening to families to continue the discussion at home.

Community Service Stresses Helping Others

Many of the youth ministry activities at St. Luke span the generations and give young people an opportunity to assist others. Junior high school students volunteer to help with the summer Vacation Bible School programs for elementary-school-aged children. They help with recreation, supervise snacks, and serve as teachers' aides. Others help out in the nursery on Sunday mornings, providing child care for families who are at the worship service.

The National Lutheran Nursing Home is 12 miles from St. Luke. Every Sunday, the St. Luke bus leaves the church en route to the home with 25 junior high school students aboard. Participating in a program called "Adopt-a-Grandparent," each young

person establishes and develops a personal relationship with one Home resident and spends approximately one-and-one-half hours a week at the nursing home.

In addition to their work with the elderly, junior high students participate in special Advent and Lenten offerings that support special ministries for people who are handicapped or disadvantaged. They also work for the St. Luke Job Corps. The Job Corps helps to meet the needs of many community members who live alone, who are not able to help themselves, or who simply need an extra hand.

The director of the Job Corps, currently a part-time college student, links young people with potential employers from the community, accompanies them on their first visits to work sites, and works with them until their first jobs are completed and evaluated by the employers. The teenagers do yard work such as gardening, pruning trees, raking leaves, and shoveling snow; babysitting; and household chores such as washing windows, cleaning gutters, and painting. Young people with special skills have also been asked to do carpentry and cement or electrical work. Many of these adolescents have developed continuing relationships with their employers. While the Job Corps is considered a special way of serving others, it is also an opportunity for young people to develop and test their skills and earn some extra money.

Recreation Leagues Help Teens Meet Others in Community

For fun and exercise, and to continue to establish ties with other young people, the St. Luke youth ministry also belongs to an interchurch basketball league that plays from November through February. There are both junior high boys' and junior high girls' teams. A group of cheerleaders practices weekly and helps spark spectator enthusiasm at games. In addition, children aged 9 to 15 may participate in a bowling league where bowlers are assigned to teams that include all ages; the bowling season runs from September through May.

Summertime Activities Foster Deep Friendships and Sense of Belonging

summertime

St. Luke's youth ministry offers many summer activities for junior high students. "Trek," a program for seventh, eighth, and ninth graders, runs for five consecutive all-day sessions, one week at a time. Each week is a self-contained unit; young people can choose to attend any number of sessions, although enrollment is limited to a maximum of 24 students. Four college students are paid to direct the programs.

A week at Trek is active and varied. Monday starts at the church, with singing and mixers. Additional activities may be held at a nearby park or recreation center, or may include a side trip to tour Washington, D.C., the weather station at the airport, or Walter Reed Army Hospital. Tuesday is often scheduled for a trip to the beach or to an amusement park. Wednesday usually includes a trip to the National Lutheran Nursing Home to carry out a service project (singing, visiting) and then to Hallowood (a church-owned retreat), where for two nights the participants sleep in tents, eat outdoors, and have small-group study, worship, and crafts.

Junior High Camp, a week-long camping experience, is offered once during the summer at a camp in Pennsylvania rented by the church. The camp staff consists of adult members of St. Luke, many of whom are college students.

Because the program is designed to create small-group cohesion, the campers sleep in cabins of five with one adult counselor. These counselors play a unique role at Junior High Camp, serving as the primary adult leaders and advisers for the five young people in their cabins. Although the campers are not with their cabin-mates exclusively, several daily activities occur in these small groups. In addition, the counselors always stay in the cabins at night after lights are turned off because this is often a time when important discussions are held between the adult cabin counselor and the five young members of the cabin.

The role of the cabin counselors is so important that they do not assume any other staff role at camp. In preparation for the program, there are three camp staff training sessions that focus on ways to build small-group spirit.

grouping

For instructional purposes, groups are divided by age at St. Luke. However, several other activities, such as bowling, cheerleading, basketball, Adopt-a-Grandparent, Tempo, and Junior High Weekend, combine either all those of junior high age or young people of ages ranging from 9 to 18.

Program Alumni Return as Role Models for Younger Participants

staff

One of the strongest testaments to the success of St. Luke's youth ministry program is its continued importance to young people as they enter adulthood. Approximately 20 college students volunteer regularly to help with youth ministry activities. The volunteers teach, drive the St. Luke bus, chaperone, and participate in special activities and weekend retreats. On Supertuesday, for example, these young adult volunteers mingle with the junior high students, direct religious instruction, and serve as table hosts at dinner. Their enthusiasm about their experiences and their desire to repay in kind what they received in earlier years attests to the continuity of what they have learned about religion and its integration into their lives. The youth ministry's ability to use these young adults in leadership roles reflects an awareness of their value as role models and a vision of the youth program as a dynamic community.

Pastor David Shaheen, who was the director of the youth ministry from 1969 to 1982, had himself grown up in the church and had been involved in its youth activities when he was in junior and senior high school. In the spring of 1982, when Shaheen assumed the position of associate pastor of the church, Pastor David Matthew Buchenroth became St. Luke's new youth minister. Buchenroth had been a parish intern at the church several years before; his wife, Ginger, had grown up in the congregation and had also been an active participant in its youth activities. Both Buchenroths had spent two years working on the youth ministry's summer staff. The number of paid staff and volunteers who grew up in the program ensures a continuity of philosophy and dedication that is grounded in valued and valuable experience.

In addition to the pastor, the full-time staff includes Associate Director of Youth Ministry Kimerly Bond, who has had experience as a director of Christian education and a camp and conference center director, and an administrative secretary.

Two college students work part-time performing office responsibilities, assisting the program staff, and coordinating the youth employment Job Corps program. Two high school students also help part-time with office work. In addition, other St. Luke personnel, including the directors of drama, ministry, and music, work closely with the youth ministry office.

funding

Fees are charged for some activities; the cost of others is absorbed by the congregational budget. The fee charged for Supertuesday dinners is $22 per semester.

Church Gives Youth Ministry Generous Use of Its Facilities

physical plant

St. Luke is a large, metropolitan church. In 1979, the congregation enlarged its physical plant to include an expanded office and activity area for the use of the youth ministry staff. Youth ministry programs are not, however, limited to one specific area of the building. On Supertuesday, for example, the entire church is turned over to the program staff and young people—kitchen, dining hall, sanctuary, classrooms, and multipurpose rooms. The church also acquired Hallowood, a 55-acre retreat 33 miles from Silver Spring, with a two-acre lake, lodging facilities, an open-air pavilion, a stable, and an outdoor worship center that overlooks the lake. Hallowood is used extensively for many St. Luke programs.

community and participants

Silver Spring is a middle- and upper-middle-class suburb of Washington, D.C. While parishioners at St. Luke are primarily white, approximately 5% of Supertuesday participants and adult members of the congregation are either black or of Hispanic or Asian origin. Located in wealthy Montgomery County, the community has its share of prosperous residents. And, the educational and career level of St. Luke's congregation is high; many congregants are civil servants who commute to federal agencies located in Washington or its suburbs.

In-Service Training Stresses Young Adolescents' Needs

meeting young adolescents' needs

The well-rounded St. Luke program, encouraging music, athletics, social activities, voluntarism and employment, camping, and religious education, appeals to the diverse needs of young adolescents. Such activities as the Job Corps and the Adopt-a-Grandparent program give young teenagers an opportunity to participate meaningfully in their community. In addition, the preparation for confirmation and the emphasis the congregation places on this ceremony reiterate the uniqueness of those who study catechism: they are soon to have adult status within the congregation.

Staff training also emphasizes the importance of meeting young adolescents' needs. College students who are hired to work in the summer youth ministry program receive intensive preparation to recognize the developmental characteristics of early adolescence and to deal with the concerns of their young adolescent charges.

The youth ministry staff has produced a summer staff training manual. Several features of the manual are potentially of great help to the inexperienced youth worker. One training exercise asks the college-student staff members to remember what they were like during junior high school, and then to compare that to what they are like in the present:

1. What one word would you use to describe your junior high years?
2. What three things were most important to you?
3. What three things do you remember about junior high school?
4. What was your biggest problem?
5. How did you get money?
6. How did you spend it?
7. What did you do in the summer?
8. Who were the three most important people in your life?
9. How did the church fit into your life?
10. How would you describe your relationship with God then?
11. How did life change in your junior high years?
    (Answer the same questions for senior high years.)
12. Where are you now?

Another of the manual's sections explains the importance of role models to young adolescents. Still another explains the ways in which young people learn. The following excerpt is a brief summary of early adolescent development that is included in the training program:

Physically
varying rates of body changes
girls mature earlier than boys
learning to accept the bodies they've been given
understanding their sexuality

Socially
need to have friends
being "O.K." and accepted by peers is top priority
boy/girl relationships

Mentally
learning to assimilate information and reason
intellectual needs are not most important as they deal with other changes in their lives
can make hasty decisions; inconsistency is normal

Emotionally
feelings are often unpredictable
reflect what is going on in the rest of their lives
usually quick to show their feelings
sometimes seem to change personality, but are forming patterns

Spiritually
come to terms with their childhood faith, have to modify it and understand it
sometimes temporarily reject it
problems of putting their faith to work in the real world
repond positively to someone who cares about them, and encourages them

Such close attention to the needs of both young teenagers and staff members has paid off, as witness the dedication of the two groups to the St. Luke program.

Helping Parents Understand Early Adolescence Given Top Priority

Parents are kept informed about the St. Luke youth ministry program in a number of ways. They participate in a meeting held in the fall where they learn about the activities being planned for the year and the ways in which they can help. In addition, parents receive a handbook and a monthly newsletter that provides current information about the activities being planned. Another newsletter often includes excerpts from journals or bulletins about adolescence or youth ministry.

"Adolescence for Adults" is an annual day-long seminar for parents. At past seminars, parents have had the opportunity to hear lectures such as "Signs of the Times—Issues for Adolescents in the 1980s" and "Probing the Adolescent Mind—Socially, Intellectually, Spiritually." The program includes time for asking questions, participating in group discussion, and sharing a meal at the church.

A four-evening series for parents is entitled "To Affirm Parenthood." The topics discussed are appropriate for one- as well as two-parent families, and there are opportunities for questions and group discussion. Another activity called "What's Going On Inside My Parent's Head?" includes young people and their parents. Teenagers brainstorm all the questions they would like to ask parents, such as "Why are my par-

ents awake when I come home at midnight on a Saturday?" or "Why do my parents insist that an adult be present when I spend time at a friend's home?" Several parents are invited to a follow-up session where they receive a previously prepared list of approximately 50 of the young people's questions. The students call out the number of the question they would like to discuss, and the parents respond. The result is a responsive dialogue between teenagers and parents.

Most striking about the attractive materials that are sent to the young people and their parents is the recurrent acknowledgment of the characteristics of adolescent development. The booklet "What's Happening at St. Luke for Junior Highs," for example, describes the junior high years:

> A new sense of self begins to emerge in the years of adolescence. All of a sudden experiences take on new meaning and a lot of growth takes place. It's amazing what happens in a short three-year period!
>
> The one word that might best describe the major concern of junior high people is "relationships." They are concerned about the feelings they have of themselves, their friendships with peers, the approval or disapproval they get from adults, and there are spiritual questions.
>
> We believe that what the Church has to offer can help an adolescent grow in all these areas. That's why Saint Luke takes seriously its responsibility to minister to young people and their families. Each and every activity and program is provided with the intent that through it those who participate might grow, learn, and mature.

The same booklet emphasizes the motivation behind the church's junior high athletic program. Rather than stressing physical competition, which can be so oppressive to late-developing young adolescents, the teams exist "in the interest of providing wholesome recreational activity that fosters a setting for developing friendships and working together with others." Similarly, social activities such as choir, Sunday school, retreats, Junior High Camp, and dances are characterized as providing "an atmosphere where junior highs can meet socially and in a relaxed, fun way get to know one another better."

Thus, the St. Luke youth ministry program illustrates an important and powerful concept: meeting the needs of young adolescents involves not only knowing the age group to the core, but also meeting the information needs of staff members and parents. To do so promotes dialogue and understanding between youth and adults, creating a healthy environment in which young adolescents thrive. The remarkable number of former participants who return to St. Luke as enthusiastic volunteers attests to the success of the program's approach and the positive impact it has on the lives of young people.

RHEEDLEN FOUNDATION

Truancy Prevention Program
2770 Broadway
New York, NY 10025
(212) 866-0700

Center 54 After-School Program
Junior High 54
107th Street
and Columbus Avenue
New York, NY 10025
(212) 866-5554

No. 14

- ✓ **arts**
- ✓ **academic enrichment**
- ___ **after-school day care**
- ___ **community service**
- ✓ **career education/jobs**
- ✓ **counseling**
- ✓ **recreation**
- ___ **religious education**

FACTS AND FIGURES

Contact person: Richard L. Murphy, Director, Rheedlen Foundation.

Program's mission: "To enhance a child's learning, self-reliance, and ability to be a purposeful and productive member of our society."

Ages: **Truancy Prevention Program:** 6–12. **Center 54:** 12–21.

Number served: **Truancy Prevention Program:** 150/week. **Center 54:** 350/week. (Young adolescents: 25/week, 150/week, respectively.)

Staff size: **Truancy Prevention Program:** nine full-time, 11 part-time, four students, and about 50 volunteers. **Center 54:** one full-time, seven part-time, and a few volunteers.

Major sources of funding: New York City Youth Board, Special Services for Children (N.Y. State Department of Social Services), private foundations, and individual contributions.

Budget: $500,000/year for Rheedlen Foundation (all inclusive).

Program's cost per child: **Truancy Prevention Program:** about $2,000. **Center 54:** $150.

Fees: **Truancy Prevention Program:** none. **Center 54:** $1/year (waivable).

Physical plant: Two stories of a building at the corner of Broadway and 107th Street; first floor of Junior High School 54.

Hours: **Truancy Prevention Program:** M–F 8:30 A.M.–8:00 P.M., Sat. 9:00 A.M.–5:00 P.M. **Center 54:** M&W 3:00–5:00 P.M. and 7:00–10:00 P.M., T&Th 3:00–7:00 P.M.

OF SPECIAL INTEREST

Intense adult-child interaction.

Collaborative use of school building.

Use of volunteers, some on release time from businesses.

Methods of evaluating and documenting program's impact on community.

January 1983

Rheedlen Foundation

Sadness

Sadness
is a funny thing
When you ain't got nothin'
to do like me
It's sad
sad
sad
So think of something to do
instead of sitting around
doing nothin'.

—Jerome, age 12
Rheedlen Update, Fall 1982

The Rheedlen Foundation thought of something to do for young people like Jerome who are truant, aimless, and ill equipped to function beyond the stoops and street corners of their world. Rheedlen believes that all children have the right to an education that is meaningful and appropriate. It offers comprehensive services for families and youth in order to keep young people in school and enhance their development. The program serves as an intermediary among the school, family, and child. "The main idea is to save as many children as we can," one staff member says.

The motto at the bottom of every piece of Rheedlen stationery emphasizes the urgency of its mission: "a society with all children educated. . . or a society with the best door locks." The new logo that appears on Rheedlen's reports is a drawing of a girl by Doris with a quotation by Brent, age 12: "If I could give the world a present, it would be Myself." The story of Rheedlen's success is found in the enormous leap from the somberness of the motto to the promise of the logo.

background

The Rheedlen Foundation was established in 1970 to provide private school scholarships to promising but truant young children in public schools. After several years of operation, Rheedlen lapsed into dormancy. In 1973, a board member, Dick Murphy, agreed to take three months off from his work in the investment field to see if the program could be redefined and funded. The three months stretched into three years, and Murphy never returned to the business world.

During Murphy's years as director, Rheedlen has had various emphases, sources of funding, and locations. For example, in June 1975, Rheedlen worked with funds from New York City's Criminal Justice Coordinating Council on a demonstration project in Queens called the Rheedlen PINS (Persons in Need of Supervision) Diversion Program. Then in 1976, Rheedlen moved to its present location in Manhattan, working with referrals from New York's District 3 and from liaisons with Family Court and several Youth Aid Divisions of the New York City Police Department. Rheedlen has become a community-based program providing a wide range of services for vulnerable children.

Throughout its various metamorphoses that reflect the flexibility needed to survive in a world of political and funding realities, the purpose of the program has remained steadfast: "to enhance a child's learning, self-reliance, and ability to be a purposeful and productive member of our society."

Two of Rheedlen's programs are of particular interest to youth workers: the **Truancy Prevention Program**, which is located at Rheedlen's administrative headquarters on Broadway, and **Center 54**, an after-school program at Junior High School 54, located four blocks away from Rheedlen on 107th Street and Columbus Avenue.

Truancy Prevention Program Offers Personalized Help

The Truancy Prevention Program serves non-school-attenders who are referred for services. Unlike many other delinquency programs, Rheedlen's Truancy Prevention Program makes the connection between lack of schooling and delinquency. It demonstrates a very focused way of working with a special population, one that is well-known to most youth workers. In some after-school programs, these youngsters are the ones just hanging around or shooting baskets.

program

According to Murphy, if a child can walk in off the street and ask for help, he or she is almost disqualified because of the high level of coping exhibited by that act of self-referral. In the Truancy Prevention Program, children 6 to 12 years of age receive intensive and multiple services from social workers, teachers, and volunteers. These young people are truants from school who come from desperately poor, often dysfunctional families. Rheedlen believes that a child should not have to commit armed robbery to get adults' attention, yet it is often only through criminal acts that young people earn society's concern. The number of days they fail to attend school escalates annually, and with that escalation the incidence of crime increases. At the Truancy Prevention Program, these young people return to school. Doing this may require going to their homes, waking them up, getting them dressed, and walking them to school. The Program does whatever is necessary to stop the pattern of non-school-attendance. In the afternoons, these youngsters usually are picked up from school and escorted to Rheedlen's Broadway offices, where they receive remedial instruction in reading and math, arts and crafts, counseling, home visits, medical examinations, food, and other services in a caring and personalized environment. Youngsters are dealt with mostly on a one-to-one basis at the Program, except for group activities like crafts and cooking. The intensive treatment lasts one year, after which there is periodic follow-up by a social worker; the child also has the option of remaining in the reading or recreation program.

community and participants

In the Truancy Prevention Program, 80% of the families are on welfare, between 60% and 70% have no telephone, and over 80% are headed by single parents. Close to 50% of the families have moved in the past year; between 25% and 30% of the youngsters have a parent who is employed; and 20% have a non-English-speaking parent.

While some of the youngsters in the Truancy Prevention Program are young adolescents, most are emotionally and socially years younger than their chronological or physical ages. The Program is responsive on an individual basis to the various ages these young people are. It is not unusual to find a male social worker cradling a young boy in his arms while reading to him in a rocking chair. Nurturing is central to the tone of the program, even nurturing plants. A vegetable garden sprouts on the second floor of the Broadway-based program, on top of a movie marquee. Access to the garden is through a large window. Here, according to the staff, they may be growing "the world's most expensive ear of corn," but grow they will, over the grime and noise of Broadway. It is important for the children in the program to see themselves as capable of nurturing life.

When youngsters first come to the Truancy Prevention Program they are allowed to explore the premises for a while, with light supervision, to entice them into the Program. The biggest problem is keeping these young adolescents, who are used to dropping out, involved so they are willing to stay and receive the social services the Program can offer them. The staff has worked on activities to help them remain long enough to become hooked. Groups of boys and girls coo and preen in the kitchen. Murphy has added a computer, which intrigues many of the participants. A certain amount of hanging out is allowed; but at the same time, the program is known for its strict rules and clear limits. It is highly structured, both academically and socially, to

give these young people, whose lives may otherwise be chaotic, a feeling of stability and predictability. Most important, however, is the intimate relationship between one adult and one child that, both articulately and symbolically, asserts the individual value and potential competence of each child.

physical plant

The Broadway offices that house Rheedlen's administrative staff and the Truancy Prevention Program are on the second and third floors of a corner building, over the Olympia movie theater. Sunlight streams in the windows. The place is spotless, with beautiful posters on the white walls that reflect an interest in art galleries and exhibitions. The space is divided into what is unofficially called a "socialization room," where youngsters play and do arts and crafts in groups, small offices for one-on-one tutoring and counseling (all the doors close and the place gets very quiet for part of the afternoon), a kitchen that the older participants have territorialized for hanging out instead of being with the younger children in the socialization room, and administrative offices. The floors are lovely wood that appears to be freshly stained and varnished, the walls gleam, and the office is simple and tasteful. It is a place that, by its very appearance, quietly states that people who go there are highly valued. There is, however, no elevator and the steps are very steep, which is a significant barrier to older people who would like to volunteer at the Program.

A Truancy Prevention Program description states:

> Obviously, it is not a simple matter of just saying "go to school," but rather finding out some of the reasons (e.g., housing, clothing, a depressed and overwhelmed parent, etc.) and working toward solutions. For example, Rheedlen has arranged medical examinations for twelve-year-olds to determine pregnancy and, in other cases, for use of heroin. Yet, these same "child-adults," when in our office, will eagerly play with puppets and stuffed animals.

The Truancy Prevention Program gets these "child-adults" to school on a regular basis and gives them a safe alternative to their "mean streets" in the after-school hours, an alternative that provides individual and individualized care according to each child's needs.

Center 54 Provides After-School Activities

Center 54 is open to all young people ages 12 to 21. Here, through a consortium of community-based agencies, Rheedlen offers an after-school program four days a week that includes tutoring, referral services, recreational alternatives to the street, counseling, health screening, high school equivalency examination prepping, and bilingual classes.

program

On a typical day, participants in the Center 54 program arrive between 3:00 and 3:25 P.M. They can play basketball or socialize, deciding on a daily basis what they will sign up for. From 3:30 to 5:00, they go to the Learning Center for tutoring and also choose two of the following three categories of activities: creative arts, recreation, and drama. On Tuesdays, the West Side Angels—a group of junior-high-aged girls that was formed by the girls to advocate for activities exclusively for themselves—meets from 3:00 to 3:25. In addition, all Center 54 participants receive individual counseling on Tuesdays.

Because of cutbacks in federal funding, state funding is becoming scarcer, which leads to greater difficulty in obtaining city funding. Therefore, Center 54 has had to cut back on the number of weeks and hours it is open. At first it was open 40 weeks a year; in 1981 it was cut to 36 weeks by eliminating May programming; in 1982; the program was cut to 32 weeks by eliminating September. Likewise, the schedule has been cut from five days a week to four, Monday through Thursday.

The hours of the program have evolved out of responsiveness to the clientele. At first it was open from 3:00 to 5:00 P.M. and then reopened from 7:00 to 9:00. The program did not want to disrupt family life, and it was hoped the youngsters would go home for dinner. However, because so many teenagers just hung around outside the school at dinner time, Center 54 organized team sports from 5:00 to 7:00.

Enrollment in Center 54 costs $1 a year (fee is waivable), the price of a laminated ID card. Everyone under age 18 must have parental permission to join. The intake procedure includes taking an inventory of interests and basic skills testing. The staff does intake only on Tuesdays so that program activities are not constantly interrupted.

Emphasis is on Varied Activities, Adult-Child Interaction

At Center 54, the young people group themselves according to interest, with two exceptions. First, academic tutoring is mandatory for all junior high students. Second, everyone must choose daily activities other than recreation. Basketball is a lure, especially for the boys, but only a lure. No one can spend an entire afternoon in the gym, shooting baskets. Center 54 is aggressively not a recreation center; rather, it is a multiservice program that includes recreation.

Center 54 offers diverse opportunities to its members. Young people can sign up for counseling, recreation, creative arts, drama, the West Side Angels, and of course, homework/tutoring. In addition, they are asked if they are interested in working (they will get job counseling), and if they are interested in special workshops in art, dance, photography, drama, leadership training, sex education, and exercise. There are, in addition, special trips, guest speakers, and health screening sessions that are mandatory. No other activities are scheduled when these are offered.

meeting young adolescents' needs

Through these diverse activities, the participants are given many opportunities for self-exploration and self-definition. "The girls used to just stand around and watch 'their men,' " according to Joe Stewart, director of Center 54. Starting the West Side Angels brought more of them actively into the program. In addition, special rap sessions and fashion and dance groups have been established for girls only, and one of the four baskets in the gym is reserved for girls. Recently, a female was hired as a child-care worker in the gym, monitoring both girls and boys.

The Ryan Teen Health Center provides health screening, health-related discussion sessions, and training for Center 54's Health Educator, who now also offers these services. In addition, sex education and family planning are available.

Opportunities for physical activity are numerous. As in many inner-city gymnasiums, the young men flock to the basketball courts. In addition, there are male and female teams for basketball, flag football, Ping-Pong, and field hockey, as well as dance.

Center 54 also offers participants opportunities for meaningful participation in the program. First, their interests are responded to via the intake form. Second, Joe Stewart has established a Teen Council that includes junior and senior high students and adults (those 21 years or older). Some of its members volunteered, responding to an in-house advertisement; some were appointed by Stewart; others were placed on the Council because program participants nominated them. Members of the Council advocate for members who are excluded from the program for failure to obey rules; they suggest ideas for trips and special activities; they mediate among the various cliques when tensions run high; and they help Stewart understand "what is going on and who's okay."

Positive interaction with peers and adults is highly emphasized in Center 54. To follow Stewart around is to see someone who is loved not just by youngsters in the school building but also by those nonjoiners who are hanging around on the street—

the young people Stewart aims to get inside one of these days. The participants choose the activities they are attracted to, and also the people. The voluntary daily sign-up is important in allowing them to choose the staff members with whom they feel comfortable, so they can form lasting relationships with talented and caring adults.

Direct Action Often Needed to Relieve Racial Tension

Peer interactions are young adolescents' lifeline. However, at Center 54, while friendships within groups are formed and maintained, relationships among groups can be strained. Cliques of teenagers—Haitians, Puerto Ricans, blacks—bring their hostility into the building. For instance, the baskets in the gym were turf areas, one for the Dominicans, one for the Haitians, one for the Puerto Ricans. Stewart decided to "change this mentality" through team sports and integration of the gym. Now only the mandated girls' basket is segregated—not by race, but by sex; the other three are open to everyone. While membership decreased as a result of the integration of the gym, Stewart counts it as his proudest accomplishment. It represents a personal victory translated into policy consonant with the values of the program. Time will tell whether attendance will go up again.

Racial tensions are also worked out through other program activities, such as dance. "Breaking" is a form of competitive dance engaged in by the males in the program. The girls stand around and watch and cheer. It is like a form of ritualized clique warfare. The dance teacher has approached the young men through "breaking" and is teaching them other forms of dance, meanwhile reducing the racial tension in the program. The teacher is a former member of the Chuck Davis Dance Company, a Pied Piper who makes complex dance patterns seem easy and nonthreatening.

Center Provides Structure in Otherwise Unstructured Environment

Young adolescents need many opportunities to gain a sense of competence and achievement. Center 54 acknowledges an essential prerequisite of self-esteem: basic skills competence. Part of the intake procedure tests vocabulary and math, using quick, wide-range achievement tests for diagnostic purposes. The mandatory tutoring that follows is on a one-to-one basis. Students' progress is tracked through a testing system. Their levels are reviewed with them and they are informed of their strengths and weaknesses. In a survey conducted during 1981 and 1982, 75 participants were included in a profile of the Center's education component. Their average age was 13.4 years, average grade in school only 7.2 (compared to the usual eighth grade), and their average grade level was only 6.1 in reading, 4.6 in math. While the program encourages participants to achieve in other areas, the educational component is essential.

The program gives these youngsters the structure and clear limits that all adolescents need. Rules are clear. Since 1981, there have been ID cards and attendance charts to add controls to an already structured program. Members can negotiate the rules with Stewart through the Teen Council, which, together with the West Side Angels, has increased the level of cooperation in the program.

Center 54 is not a place for young people to hang out, and that is made very clear to them. They must choose activities or leave. They must take a full program or no program at all. And if they do not show up for a week, they may be dropped from the program altogether. Activity leaders send in comments about the participants on a regular basis. Everyone is known. Members must take advantage of the services offered, or they may not attend.

While basics and rules are emphasized, they are not imposed at the cost of creativity. Under the rubric "Creative Arts," a wealth of activities is offered by an expert staff. Center 54 offers classes in dance, painting, sketching, sculpting, photography, and collage. Students painted a mural on the front entrance of the school after clearing it of graffiti, although it was subsequently painted over by the school during summer vacation.

Center 54 is characterized by an earnestness not often found in after-school programs. The young people are earnest about dance, earnest about testing, and they even seem earnest on the basketball court. They are in an environment that takes them seriously; as a result, many of them are freed to take themselves seriously.

Program Facilities Bring Together Disparate Community

physical plant

Center 54 pays rent to the city of New York for its use of the first floor of Junior High School 54 in the after-school hours. Staff members are justifiably proud of the before-and-after photographs of the classrooms they use in the school, an old building with grating on every window, dull lights in the halls, lines and arrows for directing traffic down the center of the corridors—a typical large, egg-crate urban school, with locks, chain-link fences, and graffiti everywhere. In the "before" photographs, the classrooms are patched with paint, dingy, and lifeless. Then Center 54 painted them, taking a chance by using white paint on the walls and a pearly gray ceiling. There are no graffiti on these walls. Center 54 also uses a large gym and a nice-sized auditorium with a traditional stage.

community and participants

Into these buildings come approximately 400 young people a week from some of the toughest streets in New York City. Many of them attend Junior High School 54 during the day. Most are one of four or five children from very poor families. At Center 54, about one-third of the participants are female and two-thirds male; 60% to 70% are Hispanic, the rest black. However, race has little significance; national and ethnic origin are more important than skin color, and hostilities erupt among the various cultures that do not "melt" in the supposed melting pot of New York. One statistic bears witness to the lives of some of these young people: the attendance rate in the after-school program goes up as the temperature outside goes down; many of the participants come from either poorly heated or unheated tenements.

Because this is a community that is often hostile to schools and police, the use of a school building as a multiservice center (other organizations rent space upstairs) is an attempt to change the public's perception of a crucial social institution. In addition, Center 54 encourages other organizations, especially the police, to play team sports in the gym, opening the school building to the neighborhood as much as possible and putting together people who are at best suspicious of one another.

In this neighborhood soup kitchens are needed and used. Thus, to extend Rheedlen's services, Murphy started "Family Night" at Center 54, an evening consisting of a nutritious hot meal and entertainment provided free to some of Rheedlen's most needy clients and to the residents of the Regent Hotel, a temporary shelter for families who have lost their homes under emergency conditions. Such events do not "pretend to even scratch the surface of what are chronic environmental and generational problems of the families at the Regent," says Murphy. However, "it is hoped that the offering of a night away from close quarters will give families a glimmer of hope that things can change. It may be a mother's only 'night off' from continually caring for children in unnatural surroundings." Such evenings also give Center 54 staff members a chance to talk to parents and introduce them to the program.

Program Copes With Funding Realities of Today's World

funding

The Rheedlen Foundation is a private nonprofit organization. It receives funding from Special Services for Children of the New York City Youth Board, and private foundations and corporations. It also receives funding indirectly through released time from corporations: volunteers leave their corporate positions several hours a week to work in the program. Rounding out the funding is food from the U.S. Department of Agriculture. ("We basically get salami five different ways," says Murphy. Rheedlen staff members do not serve the sweet snacks that come with the Agriculture package, since they do not want to add sugar to the children's diet.) Participants pay no fees, with the exception of the waivable, annual fee of $1 at Center 54.

The funding from Special Services for Children is targeted to the prevention of out-of-home placement, funding that results from the state's Child Welfare Reform Act. This grant of $274,000 a year is very restricted; the young people must be on the verge of going into foster care to qualify. The funding from the Youth Board, which supports Center 54, is less restrictive. In all, Rheedlen's budget is $500,000 a year, with a cost-per-child average of about $1,075. As Murphy says, this is a "weird figure," since it averages the expensive one-on-one care in the Truancy Prevention Program with the more group-oriented and therefore less expensive Center 54 program.

Over the years, Rheedlen has articulated the goals of the program in terms of the changing priorities of various funders. For instance, funds have come in for truancy prevention, delinquency diversion, and prevention of out-of-home placement. The source of funding has not changed the mission of the program. On the other hand, Murphy will not declare the Truancy Prevention Program a mental health center in order to qualify for increased and more easily available funds. He and the staff see the source of their clients' problems as environmental, involving housing, food, and other social issues larger than those that can be treated in a clinical setting. They refer mental health problems to other agencies and refuse even for the purposes of funding to write off the problems of their charges as solely "emotional."

Murphy has found a way to fund the program indirectly. The cost of renting the space at Junior High School 54 for 32 weeks, 18 hours a week, is $17,000. In order to pay this whopping bill, which is high in part because of custodial costs, Murphy has gotten other organizations—Manhattan Valley Youth Outreach, the William F. Ryan Health Center, the Uptown YMCA, and Bank Street College—to offer services in the school building and to make the high rental fee more palatable. This collaborative use of a school building in the after-school hours is one of the unusual and cost-saving aspects of the program.

Program Evaluation is Important Staff Function at Rheedlen

Unlike many other after-school programs, Rheedlen has to pay a great deal of attention to the results of its efforts, especially in the Truancy Prevention Program whose cost per child, while lower than the cost of crime, is high (about $2,000). As Murphy says, his hardest job is getting people to realize they should invest money in 6- to 12-year-olds for truancy prevention, crime prevention, and out-of-home-placement prevention. He needs numbers, and he has them.

outcomes

The Truancy Prevention Program was evaluated in 1979 by the Performance Evaluation Unit of the New York City Criminal Justice Coordinating Committee, which

found, among other results, that in nine-and-one-half months the children gained an average of one year's academic growth. According to the evaluators:

> In those cases where children were total nonattenders, 80% have begun attending on a regular basis.... What happened to these clients in relation to their reading achievement was very encouraging, if not astonishing.... Rheedlen has been the only program where we have found sufficient data to perform a meaningful analysis of outcomes.

The case Rheedlen makes is that 50,000 children in New York City never go to school. Of all youth crimes 63% are committed during the school day, and according to the latest available figures, youth crime costs the city $511 million. With inflation, one can project the cost soon becoming $1 billion. Prevention, by contrast, is cheap, and a success rate of 80% with the non-school-attenders it works with may be one of the best bargains in the city.

But Rheedlen does not make grandiose promises. As one of its pamphlets says:

> Confronted by the reality of poverty, inadequate housing, welfare dependency, and inner-city decay, Rheedlen offers the necessary support to children and their families to help them regain a sense of dignity and positive identification with their environment.
>
> We don't expect and don't produce overnight miracles, but we do expect to have an immediate and substantial impact on the children involved with our program. From this beginning, we build a foundation of trust, accountability, and effectiveness.

The staff members, informally evaluating the program on a day-to-day basis, say that they stay because "you see things happening here."

Center 54 does pre- and post-testing to gauge the participants' progress and, they are honest to add, backsliding, so it has scores that show it is succeeding. It also has testimonials from parents who come in to say they are feeling more at ease about their children. Stewart is most interested in what he calls "socialization skills," such as cooperating in the gym. For example, when a young girl sits behind him in the auditorium, watching a dance class for a while but afraid to join, and then whispers to him, "May I dance too?" Stewart says, "That's how I know we're doing something. It's the little things." At the same time, he cannot walk down the street without measuring his successes against his goals. When he passes a highly made-up young woman who looks as if she is in her twenties but is 14, he comments, "She's saying with all that make-up, 'Please get me pregnant.' That's who we have to get inside the program."

Volunteers Take Active Role in Rheedlen Activities

staff

There is a special kind of conviction and energy that goes into Rheedlen's services. In order to build Rheedlen into the program it now is, Murphy has served and continues to serve on numerous agency boards. He has formed or joined a multitude of coalitions, such as the Westside Task Force for Youth, the Neighborhood Family Services Coalition, COACH (Coalition of Agencies for Children with Handicaps), the Educational Priorities Panel, and FARE (Full Access and Rights to Education). This model of energy is replicated throughout the staffs of both the Truancy Prevention Program and Center 54, which consist of highly credentialed social workers and teachers, in addition to around 50 active volunteers.

One Center 54 volunteer, who used to work for Macy's Department Store and now has opened her own business, teaches youngsters to make beaded chokers and also trains them to be cashiers. She heard about Rheedlen when Joe Stewart, at Murphy's

instigation, appeared on a Sunday radio show. Another Truancy Prevention Program volunteer learned about Rheedlen in the Chemical Bank newsletter on volunteering. The volunteers in the Truancy Prevention Program, who are coordinated by a full-time staff member, serve as big brothers and sisters, taking the youngsters to zoos and museums, tutoring them, and playing games. Some are artists and entertainers. However, the volunteers do not pick the children up at their homes because the neighborhoods are too dangerous; social workers pick most of them up.

Some of the volunteers at Center 54 include former participants who have "aged out" of the program. Youth Board funding mandates that program participants be under 18 years of age, but some young people still want to remain attached to the program, so they volunteer their time. In other words, no one is turned away, no matter what age. A way is found to meet the terms of funders and the needs of young people. The profile of a typical volunteer, however, is a single person 32.5 years of age, employed full-time, with at least a B.A., and often some work beyond the undergraduate degree.

Joe Stewart, director of Center 54, graduated from Columbia University and is pursuing a combined social work–public health masters degree. Center 54 has one full-time position, the directorship, and six part-time positions, including the directors of the Learning Center and others in fields like drama, dance, health education, creative arts, and academic tutoring. The Truancy Prevention Program has a staff of 22. The Program also usually has about four graduate social work students who are meeting their casework internship requirements.

Turnover in most positions is low because Rheedlen pays competitive salaries. Social workers receive a starting salary of $10 an hour, which is higher than what they would make at other community-based organizations. On the other hand, teachers are paid $12 an hour, which is lower than what the Board of Education pays. Murphy wants to raise this salary as soon as possible. He will not argue for cost-effectiveness based on low salaries: "Coming in cheap makes you lose staff." Murphy says that, while there are some burnout positions, Rheedlen is "phenomenally lucky" to have a low turnover rate. The staff members say it has little to do with luck and a lot to do with good management, decent salaries, and, most importantly, being able to see things happen as a result of the program.

It is difficult to exaggerate the dedication of most of the Rheedlen staff members to the young people they serve. A visual image stays in one's mind that epitomizes the initiative and caring: a young boy walks on Broadway, trailing a large man, his social worker, who has taken him to school that morning, picked him up from school, accompanied him to Mt. Sinai Hospital for psychiatric help, and is now walking with him from the hospital to Rheedlen. Later, the social worker will take him home. They are talking together. They look like father and son. On Broadway, no one notices that something special is happening.

Programs in Brief

LAWRENCE HALL OF SCIENCE

University of California
Berkeley, CA 94720
(415) 642-5132

No. 15

___ arts
_✓_ academic enrichment
___ after-school day care
___ community service
___ career education/jobs
___ counseling
___ recreation
___ religious education

Contact person: Bob Cremer, Director of Development.

Program's mission: To increase the public's understanding of how science relates to everyday life.

If you are lucky to live near the Lawrence Hall of Science or near Humphrey Go-BART, the shuttle bus between San Francisco's Bay Area Rapid Transit system and the Hall, you can take part daily in this public science center's classes, activities, exhibits, and special events.

The popularity of Lawrence Hall of Science is testimony to the fact that learning can be recreational. For many youngsters in the Berkeley area, the Hall provides an exciting educational after-school alternative to the doldrums of television reruns, because the staff has learned the key to making learning fun for young adolescents: providing diverse activities that encourage physical participation, creativity, and the choice of exploring on one's own or in an informal class setting.

Science, which is shunned by so many young adolescents, especially girls, is the Hall's one drawing card. The Hall is a leader in the development and evaluation of "hands-on" exhibits and classes, all of which invite—indeed require—the active participation of the 300,000 people, mostly of school age, who visit annually. Youngsters may attend on a drop-in basis at $1 a day to "play" with computers bound to please any Pac-Man lover; they may interact with science exhibits (e.g., a machine that measures reflex time and teaches youngsters that practice improves their reflexes); or they may sign up for classes in four categories: chemistry, math and computers, physics and astronomy, and biology—although the classes are never called by these names. For instance, in spring 1982, young adolescents were enticed by such classes as Kites, Digital Electronics for Kids, Experimenting with Model Rockets, Color! Sound! Computers?, Art and the Computer, and beginning and intermediate BASIC (a computer programming language). The cost of these classes ranges from $20 to $67.

However, you do not have to live near the Lawrence Hall of Science to benefit from its work. The Hall reaches out to millions of consumers, including youth workers, through its research unit, which develops and disseminates science materials for schools and community groups in such areas as chemistry, astronomy, outdoor biology, and health education. There is no need for youth workers to "reinvent the wheel" when including science in their after-school programs. The Hall has done the work for them.

For example, the Outdoor Biology-Instructional Strategies (OBIS) project is a program of outdoor activities developed specifically for 10- to 15-year-olds in community youth groups. It challenges youngsters to investigate ecological relationships in

their own local environment. There are dozens of modules like "Backyard" (which includes units called Birdfeeder, Flower Power, Food Grab, and Invent an Animal) and Pavement and Parks (including Ants, For the Birds, Junk-in-the-Box, Plant Hunt, and Plants Around a Building). Trial materials were widely tested by many youth groups, among them Boy Scouts, Girl Scouts, Campfire Girls, 4-H, the YMCA, and the American Camping Association. In addition, California Mini-Corps, a program for children of migrant workers, has translated project materials into Spanish.

The Health Activities Project incorporates science-based health activities, like measuring lung volume or taking one's pulse, into activities for 10- to 15-year-olds. SAVI (Science Activities for the Visually Impaired) and SELPH (Science Enrichment for Learners with Physical Handicaps) form one program, SAVI/SELPH, which features multisensory science activities for disabled students and their nondisabled peers. In addition, the Hall produces simple pamphlets, such as one on making tin-can cameras, that may be copied freely by educational institutions.

The Hall teaches two lessons that are accessible to everyone. First, an after-school program does not have to be "recreational" to attract young adolescents—or rather, learning can be recreational. Second, after-school programs can use the Hall's materials, thereby not only enhancing the learning of the school day but sometimes sparking interest that has waned in school.

The program and materials developed by the Hall are genuinely enjoyable. Hundreds of millions of youngsters have been enriched because the Lawrence Hall of Science knows so brilliantly not only its subject matter but also its audience. *(June 1983)*

OP-ACT, INC.

874 North Manassas
P.O. Box 7273
Memphis, TN 38107
(901) 526-7513

No. 16

- ✓ arts
- ✓ academic enrichment
- ✓ after-school day care
- ___ community service
- ✓ career education/jobs
- ✓ counseling
- ✓ recreation
- ___ religious education

Contact person: Kaye Lawler, Executive Director.

Program's mission: To provide day care and family social services to 6- to 14-year-olds and their adult family members in two Memphis communities.

Operation Action (OP-ACT) is a private, nonprofit, child-care program that serves an impoverished section of the Memphis black community. Licensed as an after-school, day-care facility, it has evolved into a comprehensive tutorial, recreational, and social service program. Although the extensiveness of its services expands and contracts with funding availability, OP-ACT is an example of the very few state-licensed, after-school, day-care programs that successfully serve the early adolescent population through diverse offerings that directly address its needs. More fundamentally, however, the lesson of OP-ACT is one of power: the power of one person's social passion.

No youth development program succeeds solely because of the charisma or conviction of its director. At the same time, one prerequisite for effective after-school programs for young adolescents is a powerful sense of mission. OP-ACT is an example of what happens when social outrage and moral conviction are harnessed on behalf of children and their families.

OP-ACT was originally begun by the Memphis Jewish Community Center (JCC) in the aftermath of unrest that followed the assassination of Martin Luther King, Jr. In fear and anger, the city shut down its public parks rather than allowing them to be desegregated. In response, the JCC and other civic and religious groups began a teen job program, bringing affluent adolescents from the outer city to work together with teens in the inner city to manage Memphis' park programs in the summer. Kaye Lawler, a Christian who was working for the JCC at the time, was instrumental in the success of this volunteer parks program, which ran five day camps serving a total of 5,000 youngsters during the summer and played an important role in maintaining urban peace. After the city's crisis atmosphere subsided, the JCC helped Lawler to establish OP-ACT as a separate entity that would continue to function on its own.

Because OP-ACT is licensed by the Tennessee Department of Human Services as a day-care facility and also receives Title XX funds, its stated mission is to provide day care and family social services. While to some this translates as custodial care, to Lawler the program's mission is "developmental group work." That is, OP-ACT strives to promote the physical development, self-awareness, and safety of children ages 6 to 14.

Lawler sees the program's multiple functions as having evolved naturally. This evolution attests to her continuing sensitivity to the needs of the program's community.

For example, OP-ACT's clients had needs that went well beyond day care. Parents required health care, as did their children, so Lawler arranged a referral and treatment system. In addition, when it became clear that some parents needed budget management assistance, OP-ACT provided it.

Children needed special help in building school-related skills such as reading and motor coordination. Lawler noticed, for instance, that the program's participants had trouble with fine motor control, perhaps because many of them attended schools with so high a student-teacher ratio that they could not get the attention they needed. She and her staff worked with the school system to design numerous individualized instructional materials that give the youngsters the special, focused help they need. In response to the increase in youth unemployment, OP-ACT began a program for teenagers on career development and personal growing skills (being polite, arriving on time, etc.). A reduction in the teenage pregnancy rate in OP-ACT followed when human sexuality counseling was instituted.

There are external barriers that OP-ACT has not been able to overcome. When daytime hours are short in the winter, OP-ACT can offer only one after-school activity per day. The youngsters must leave before dark in order to get home safely. Even though the distance between their housing projects and OP-ACT's headquarters is no larger than the size of two football fields, both girls and boys are in danger of being raped on the walk home.

Likewise, Lawler has been powerless to staunch the ebbing of federal funds, which has caused the termination of the career program and has deprived OP-ACT of the educational specialist who put to such productive use the instructional materials OP-ACT developed. Lawler has, however, continued to provide staff development training sessions two weeks a year for her staff members, since they cannot afford to take classes or go to conferences. She has continued to obtain needed services for the more than 80% of mothers who live below the poverty level. She has continued obtaining camping scholarships from Girl Scouts and using volunteers from Girls Clubs. And, she has continued to reach out to other agencies, using the Girls Clubs gym once a week, operating the summer camp in conjunction with the Memphis Park Commission, and getting health services from the Lebonner Children and Youth Clinic, which is run by the University of Tennessee and housed in the same building as one of OP-ACT's two centers.

Most importantly, she has continued to find the funds for a diverse after-school program that has survived since 1969 because someone cares. "My kids need what all kids need," Lawler says. "They need more of it and as personalized as we can make it. They need a respectful attitude between kids and adults. They need a whole lot of caring in a time when the world is a hard place to live." *(May 1983)*

TACOMA COMMUNITY SCHOOLS PROGRAM

Program Development Division
Department of Human Development
740 St. Helens Avenue
Tacoma, WA 98402
(206) 591-5059

No. 17

- ✓ **arts**
- ___ **academic enrichment**
- ___ **after-school day care**
- ___ **community service**
- ___ **career education/jobs**
- ___ **counseling**
- ✓ **recreation**
- ___ **religious education**

Contact person: John Briehl, Program Supervisor, Program Development Division.

Program's mission: To provide constructive and free neighborhood recreation, education, and social opportunities for children, youth, and families.

The Tacoma Community Schools Program has won broad-based community support since its humble beginnings in one school in 1976. Primarily an after-school recreational program, it now functions 40 weeks a year at 11 school sites, with funds from federal revenue sharing and Tacoma's general administration fund. The program has survived difficult economic times because of its popularity with youngsters and its strong political support.

Needs assessments have been key to this success. Findings from a 1975 youth survey conducted by the Youth Services Bureau (now the Program Development Division) were used to arouse citizen interest in youth needs and to capture the attention of the city's policymakers. This needs assessment, conducted in cooperation with the Tacoma Public Schools, asked youth in seventh through twelfth grades about their needs in many areas, including career planning, counseling, academics, family relations, the police, and neighborhood relations. Recreation emerged as the most frequently cited and serious need.

In June 1976, at the request of the mayor and city council, a study was conducted to assess the feasibility of using additional schools as community centers. The Youth Services Bureau was ready with data from previously conducted research, including the 1975 Youth Needs Assessment, a 1976 Summer Recreation Survey, and a 1975 Department of Human Development Child Care Survey. The results of these assessments, coupled with community encouragement, provided the overwhelming support needed for expanding the community school program. Advocates of the program could cite research results: "There is a strong convergence of evidence pointing toward the need for inexpensive, neighborhood-centered recreation in the City of Tacoma. Both youth and parents have consistently expressed a need for recreation opportunities that are close, inexpensive, and available at a time when school buildings are not ordinarily utilized."

In 1981 a follow-up of the 1975 youth needs assessment was administered to assess the current needs of Tacoma's youth and to document areas of improvement or deterioration since 1975. The results indicate problems in areas related to counseling, family relationships, race relations, and others. In regard to recreation—the most cited need in 1975—the 1981 survey indicates a significant improvement in the number of different activities offered Tacoma youth. On the other hand, despite the school openings, there is still tremendous need expressed for more recreational facilities. The

cost of recreational activities is also a significant concern. The 1981 survey will give the Program Development Division some of the ammunition it needs as it shapes its policies to relieve the most pressing problems of Tacoma's youth in the next several years.

Also key to the growth of the program is its administrative structure. The Community Schools Program is operated by the Department of Human Development with the cooperation of the Tacoma Public Schools. It is monitored by the powerful Joint Municipal Action Committee (JMAC), which is composed of two city council members and two school board members. The Committee serves as a formal means through which the city's and school's policy setters relate. It also provides one point of political leverage for strengthening Tacoma's commitment to after-school programming through community schools.

Through the Community Schools Program, the citizens of Tacoma have responded to young people's expressed need for constructive after-school activities in their neighborhood. *(May 1983)*

LANGSTON-BROWN RECREATION CENTER

4854 Lee Highway
Arlington VA 22207
(703) 527-2465

No. 18

- ✓ arts
- ___ academic enrichment
- ___ after-school day care
- ___ community service
- ___ career education/jobs
- ___ counseling
- ✓ recreation
- ___ religious education

Contact person: Saundra Green, Supervisor.

Program's mission: To provide recreation for Arlington County residents from preschool through senior adult.

Junior Jamboree was started at the Langston-Brown Recreation Center in response to the summer aimlessness of neighborhood teenagers in Arlington. It has evolved from a summer program to an after-school program to a Saturday program because someone knows how to listen creatively to young adolescents.

The Arlington County, Va., Recreation Division runs neighborhood centers that offer planned activities and drop-in programs for children, young people, and adults. Because of the problems they perceive in planning programs for young adolescents, most of the centers offer only drop-in activities for this age group. However, Saundra Green, a supervisor at the Langston-Brown Recreation Center, started the Junior Jamboree program specifically "to meet the diverse needs of 12- to 15-year-olds."

On alternate Saturdays, Junior Jamboree offers arts and crafts, sports, cooking, field trips, and health information (including sexuality workshops, breast self-examination for females, and seminars on sexually transmitted diseases) to 12- to 15-year-olds from 1:00 to 5:00 P.M.

Saundra Green says she has learned from her mistakes. For instance, she assumed that because she had ideas about what junior high participants needed or should want, she could design a program for them. She learned that "you have to listen to them. And if you take what they say at face value, you're lost. You have to listen behind the words to understand what they're asking for."

For instance, Green learned that several girls in the neighborhood had formed a girls' drill team. They practiced regularly and had even bought uniforms. When Green invited them to join Junior Jamboree, however, she was greeted with skepticism, which she correctly interpreted as clannishness. To break into their sense of exclusiveness and to draw them into the program, Green arranged for an ROTC instructor to teach the group. ("He was thrilled. No one had ever asked him to volunteer before.") Now the drill team takes other members and is part of Junior Jamboree.

Green has also "listened" to the loneliness of age segregation. She has arranged for Junior Jamboree members to participate in excursions with the Center's Senior Adult group. The senior citizens wanted to share some things they could do well; the teenagers, although initially reluctant to try something new, wound up having a won-

derful time at the successful cookouts and peach pickings, the latter initiated by the Senior group.

Junior Jamboree meets on alternate Saturdays because Green "listened" once again. The original summer Junior Jamboree program was transformed into an after-school program, because the young teens indicated they needed activities during the school year. Then, the juniors let her know that they felt "too tied up after school," but that Saturday afternoons were their hardest times, when they feared getting in trouble because of sheer boredom. The Langston-Brown Center continues to offer after-school activities like jazz dance, calligraphy, and basketball for teenagers, as well as teen nights three times a week for socializing, snacking, playing games, and doing homework.

Meanwhile, the supervisor of another Arlington center has asked Green for help in starting a Junior Jamboree program, both after school and on Saturdays. While the two centers serve ostensibly different neighborhoods (Langston-Brown's is low-income black, the other's is predominately white), they are both responding to a need all young adolescents share in common: the need for adults to listen. *(July 1983)*

YOUTH SERVICES TARGET PROGRAMS

Recreation and Human Services Division
Department of Leisure Services
2730-B Parkside Circle
Concord, CA 94519
(415) 671-3324

No. 19

- ___ arts
- ___ academic enrichment
- ___ after-school day care
- ___ community service
- _✓_ career education/jobs
- _✓_ counseling
- _✓_ recreation
- ___ religious education

Contact person: Ed Heinrich, Leisure Services Program Supervisor.

Program's mission: "To provide community services and activities to help prevent and reduce juvenile delinquency."

In this age of fiscal retrenchment, city recreation departments nationwide are cutting back services for youth, hoping funding responsibility will be assumed by the private sector. The city of Concord, Calif., however, is an exception to this rule. There, recreation officials are making a special effort to look after their city's youth and be responsive to their needs, despite fiscal restraints. In doing so, Concord presents a somewhat different view of what "recreation" can be all about.

Since 1969, Concord's Department of Leisure Services has operated a city-wide recreation program at elementary schools, intermediate schools, high schools, and local community centers. Seven years ago, John Toffoli, director of Leisure Services, took a long, critical look at his department's mission. He concluded that the department should "accept the humanistic ethic as our...central value system and...revise services to emphasize human development, human welfare, and social action." In particular, Leisure Services chose to focus more on the problems of youth and the role of a recreation agency in dealing with those problems.

In late 1976, officials in Concord became alarmed at the city's increasing rate of juvenile crime, which was considerably above the national average. Representatives from Leisure Services, the police department, the public schools, and other city agencies, as well as local community organization representatives, met to discuss the problem. By January 1977, Concord had acted on its concern and the Youth Services Target Programs section of Concord Leisure Services was born. The section's mandate was to provide community services to help prevent and reduce juvenile delinquency.

Youth Services decided to aim its initial efforts at a low-income neighborhood that had one of the highest juvenile crime rates in Concord. After only one year of programming, which included recreation, counseling, and employment, Youth Services could boast a dramatic 63% reduction in juvenile crime in the target neighborhood. Two other neighborhoods were targeted in subsequent years, reporting juvenile crime reductions of 31% and 69%.

Currently, target programs are operating in four elementary schools and two intermediate schools in low-income neighborhoods of Concord. According to Ed Heinrich, Leisure Services Program Supervisor and head of the target program project, a primary reason for targeting these neighborhoods was that parents with low incomes often cannot afford to pay for special out-of-school activities for their children. How-

ever, says Heinrich, "we know that juvenile delinquency is not unique to youth from low-income environments. The target program philosophy is one that can benefit all teens, and we hope to move into other Concord neighborhoods in the future." Regardless of income level, Heinrich considers the intermediate age group to be of major concern because those years are "critical in the development of the adolescent."

Target program staff members believe the recreational activities they offer are keys to the programs' success. In fact, according to Heinrich, the concept of the target programs evolved out of "what we have learned about recreation centers. Although counseling one-on-one is well and good, we need to offer low-income kids normal fun." In the target programs, he adds, the youth "learn skills for survival and for boosting their self-esteem. They also stay occupied and out of trouble."

Concord's city-wide recreation program offers an extensive array of games, sports (e.g., karate, wrestling, parachute demonstrations), and special interest classes (e.g., wood, metal, and automotive shops; cheerleading; grooming). However, the activities offered in the target neighborhoods go one step further. Program staff members consider these young people to be especially vulnerable and thus needing extra attention. Therefore, parties are often scheduled, or excursions out of the neighborhood, to help the young adolescents build social skills and to expose them to a world other than their own impoverished neighborhoods. In recent years, the youth have been taken on trips to places like San Francisco and the beach.

To nurture a special sense of responsibility and of having a stake in one's community, Heinrich is careful to hire local youngsters as community service assistants. Also, Heinrich sends staff members into the neighborhood schools to start up and maintain lunch-time sports leagues. This is an effective tactic both for enticing youth into joining the after-school recreation activities and for introducing the young teens—most of whom come from homes with working single parents—to adults who are available during the after-school hours.

Despite city backing, Heinrich has had to contend with tight budgets, especially in the wake of Proposition 13. Nonetheless, Heinrich remains optimistic: "Give me a room for headquarters and supplies, money to remodel it so it looks different from an ordinary classroom, and a qualified youth leader, and you have a program."

Heinrich supplements his optimism with some creative administration. For example, when Youth Services lost CETA funding for some target program staff positions, he reworked job descriptions and redistributed salary funds to create four full-time paraprofessional positions out of two full-time professional positions. In addition, rather than creating a full-time professional counseling position on his target program staff, Heinrich hired a free-lance marriage and family counselor on a 10-month contract: "I saved the city $6,000 to $7,000 in benefits and wages, and I was still able to offer the counselor a good salary." Heinrich is also successful at recruiting volunteers, many of whom are coaches and teachers at the neighborhood schools. Further, the target programs' physical plants are unused classrooms that have been refurbished with new carpeting and tables, colorful wall charts, and small kitchen units.

Heinrich's current budget for the target programs is about $75,000/year. He devotes one-half of his time to the target programs; two full-time assistants help run the programs, with the aid of 10 to 15 part-time staff members who are hired on a "seasonal" basis.

The concern for youth expressed by Concord's city agencies and local organizations in 1976 has not diminished over time, and the target programs have benefited from the good relationships staff members have created and maintained with these groups. For example, the police department has educated Heinrich's staff about police policy and procedures regarding juvenile offenders, it has helped out with the girls' drill team, and it has offered special field trips to the department's headquarters. Both the youth and the police especially have gained from the officers' more intimate

knowledge of the young people and their environment. In addition to the police department, target programs' staff members have excellent relationships with the social service and public health departments, the Concord schools, and the local mental health associations.

The decreasing rate of juvenile crime in Concord is evidence that Youth Services has succeeded in fulfilling its target program mandate. Yet the nature of this city agency's success is more than statistics in a police department's report. For example, the target programs have shown that a recreation department can effectively serve youth who are in trouble. Furthermore, although accomplishing this task requires money, the more important element is a confident, caring, and resourceful staff. What is perhaps most important, however, is that Youth Services Target Programs have succeeded in engendering a spirit of community support for an especially vulnerable group of young adolescents. (*July 1983*)

ATLANTA COUNCIL OF CAMP FIRE

100 Edgewood Avenue NE, Suite 528
Atlanta, GA 30303
(404) 525-7635

No. 20

- ✓ arts
- ✓ academic enrichment
- ___ after-school day care
- ✓ community service
- ✓ career education/jobs
- ___ counseling
- ✓ recreation
- ___ religious education

Contact person: Maxine Chesser, Executive Director.

Program's mission: "To provide through a program of informal education, opportunities for youth to realize their potential and to function effectively as caring, self-directed individuals responsible to themselves and to others, and as an organization, to seek to improve those conditions in society which affect youth."

When staff members of the Council of Camp Fire are asked "What works?" they talk about the Council's night tour of Atlanta. In groups of 15, about 100 youngsters between sixth and twelfth grade crisscross the city from 8:00 P.M. to 6:00 A.M., learning about people who work at night by observing them on the job. They visit newspapers, radio stations, hotels, and even the morgue. Midway through the night, everyone meets to bowl, which seems to give them the second wind to go on through the wee hours of the morning. The night tour is one of the Council's special events that attracts young adolescents to the after-school club program.

What else works? Adventure trips. For instance, Discovery (grades 7-8) and Horizon (grades 9-12) clubs spend a winter night learning science the hard way, in a Tennessee cave. Weekend camping at Camp Toccoa, the Atlanta Council's residential camp and nature center, includes Outdoor Progressions, a series of skill-building and testing activities for campers of all ages. Again, these camping activities, which have traditionally been an integral part of Camp Fire, help attract youngsters to membership in the neighborhood-based clubs that meet in the after-school hours.

Finally, another of Camp Fire's activities is attracting national attention. K.I.D.S., written by Marge Westergaard, is an eight-week program designed to foster self-reliance and independence for children who are home alone after school. It is written on two levels, one for second and third graders and the other for fourth and fifth graders, in response to the growing numbers of children fending for themselves. Designed for use in clubs, day-care centers, churches, and community centers, K.I.D.S.' eight thematic units range from home care management to nutrition to learning not to be afraid.

Efforts like the Atlanta night tour, camping trips, and K.I.D.S. are called "response programs," because they have been developed in response to the special needs of young people growing up in the 1980s. They are an example of a traditional youth-serving organization's reaching out to respond to the changing needs of young people, their parents, and the community. *(May 1983)*

EAST OAKLAND YOUTH DEVELOPMENT CENTER

8200 East 14th Street
Oakland, CA 94621
(415) 569-8088

No. 21

- ✓ arts
- ___ academic enrichment
- ___ after-school day care
- ___ community service
- ✓ career education/jobs
- ✓ counseling
- ✓ recreation
- ___ religious education

Contact person: James T. Toliver, Jr., Executive Director.

Program's mission: To provide East Oakland's youth with opportunities, job skills development, physical development, basic skills tutoring, and counseling.

Something unusual is happening in East Oakland, Calif. Each month, hundreds of black, Hispanic, and Asian young people enter the doors of the East Oakland Youth Development Center (EOYDC). At EOYDC, they enjoy a comprehensive program that emphasizes job skills development (e.g., learning how to write resumes, fill out applications, interview, and keep a job) and also includes recreation (e.g., martial arts, basketball, drill team, arts and crafts, sewing), basic skills tutoring (writing, reading, math, and English), and counseling. In addition, the youth might attend a rap session on sex education, listen to a guest lecture, or attend a dance. What is unusual is that EOYDC is the result of neither a massive influx of public money nor of the charity of a large private foundation, as passersby might assume. EOYDC exists because of initiative taken by private industry.

In 1971, the Clorox Company began to investigate ways of contributing to East Oakland, the community in which Clorox had been headquartered since it was founded in 1913. What began as a desire to "contribute" resulted in the impressive $1.6 million, 20,000-square-foot building that opened its doors in June 1978. EOYDC has a large gymnasium and an abundance of meeting rooms. Over 1,000 youth ranging in age from 10 to 21 are registered as members. The door count, which includes repeats, is 2,000 to 2,500 per month.

The director and former chairman of Clorox, Robert B. Shetterly, is largely credited as the driving force behind the development of EOYDC. He recognized the potential for social unrest in East Oakland, a poor, inner-city neighborhood with a large population of youth who were both aimless and unsupervised in the out-of-school hours. Shetterly believed a multipurpose youth center could help prevent future problems by providing young people with opportunities to take part in recreational activities, learn job skills, and receive academic tutoring. However, Shetterly also believed improvement in East Oakland could be contingent upon attracting other businesses into the neighborhood, to widen the city's tax base and to provide jobs. Thus, his push to improve services for youth, and thereby improve social conditions in the neighborhood, was a logical step toward making East Oakland a more stable location for business investment. In this way, philanthropic goals were merged with pragmatic business considerations for the mutual benefit of youth, community, and industry in East Oakland.

Shetterly was determined that the proposed youth center be a first-class facility rather than a storefront operation, and he knew that accomplishing this goal would take a great deal of capital. Therefore, in 1975, he directed the Community Affairs Department of Clorox to embark on an aggressive fund-raising program for EOYDC. Staff members contacted most of the nation's largest private foundations and many of the leading corporations in the San Francisco Bay area. Often, Shetterly made contacts personally—one businessman to another. The Clorox Community Affairs Department also campaigned for funding assistance from the City of Oakland. This meant that staff members appeared before a wide variety of neighborhood groups to obtain support. It also meant getting the approval of the City's Community Development Advisory Commission and the Oakland City Council.

The hard work paid off. Using community development funds, the city of Oakland agreed to invest $350,000 in the Clorox youth center project. In addition, three private foundations and eight corporations and companies contributed construction costs to the East Oakland Youth Development Center.

Contributions have steadily increased. Since EOYDC opened, 25 foundations and over 70 corporations have contributed money for its operation, including the Bank of America Foundation, Bechtel Corporation, Chevron USA, Del Monte Corporation, William Randolph Hearst Foundation, Hewlett Foundation, Lockheed Corporation, Gerber Food Products Company, Kaiser Aluminum and Steel Corporation, Pacific Gas and Electric, and the Gannett Foundation.

Most impressive, however, has been the commitment made by Clorox, which contributed over $247,000 toward EOYDC's construction and pledged $50,000 annually for program operation. Further, in 1983, Clorox began planning an endowment drive for EOYDC, seeking contributions to match the company's endowment gift of $1.5 million.

To encourage community involvement in the project, Clorox was instrumental in forming an advisory youth council, composed of people who would be using the facility, and a program advisory committee of prominent Oakland citizens. In addition, efforts were made to use local minority firms during design and construction. Clorox also helped form a 16-member board of directors for EOYDC, composed of people who live and work in Oakland. The board continues to monitor EOYDC and make policy decisions.

Despite all the attempts at community involvement, however, the project was not without problems. For example, a new building site had to be chosen after local businesses objected to the project and its original site.

The East Oakland Youth Development Foundation was established in March 1981 to broaden the base of support for EOYDC and also to free Center staff members from funding responsibilities. The Foundation's sole purpose is to raise money for EOYDC operations and program activities. Shetterly serves as chairman, and representatives from 11 of the corporations that have contributed to EOYDC serve as the Foundation's board of trustees.

EOYDC's current operating budget is $419,000/year, of which over 53% is provided by the Foundation. James T. Toliver, Jr., EOYDC executive director, notes that, in light of declining corporate profits, it has become harder for the Foundation to generate corporate funding. However, he adds, corporate commitment to EOYDC has remained steadfast, even if the funding level has varied.

The remaining 47% of EOYDC's budget consists of over $56,000 in contributions from other foundations and individuals; a $50,000 gift from United Way that was matched by the San Francisco Foundation; a $25,000 fund-raising pledge from the board of directors; $2,000 brought in by staff members; and over $10,000 in space rentals and fees collected from groups using the facility. EOYDC also receives money

from local, state, and federal jobs programs, although Toliver says the support cannot be relied on from year to year, and it is not figured into the operating budget.

The development and maintenance of EOYDC represents a funding model that is rarely seen in the field of youth work. It is not unusual for corporations to focus their philanthropic efforts in areas where they base their corporations. However, it *is* unusual—perhaps even unique—for a corporation to focus on direct services for youth. In doing so, the Clorox Company has shown that the private and public sectors can effectively combine forces to provide youth with a safe, enriching environment in the out-of-school hours. *(August 1983)*

JOB CLUB

C/O Alexandria Office of Youth Services
1108 Jefferson Street
Alexandria, VA 22314
(703) 838-4811

No. 22

____ **arts**
____ **academic enrichment**
____ **after-school day care**
____ **community service**
__✓__ **career education/jobs**
____ **counseling**
____ **recreation**
____ **religious education**

Contact person: Barbara Manili, Resource Development Specialist.

Program's mission: To give young people ages 13 to 15 an opportunity to learn and practice good work habits and attitudes.

The Job Club of Alexandria emerged out of concern expressed by both the local business community and local teenagers that there seemed to be little relationship between what students were learning in school and the job market. Further, the business community felt that although many of their applicants had performance skills, they lacked the personal qualities (such as dependability, initiative, and resourcefulness) that were necessary for carrying out a job.

Working with school personnel, local businesses, community agencies, and PTA representatives, the city of Alexandria's Youth Services Commission and Office of Youth Services developed a proposal for a "Job Club," raising $1,250 in city funds and $4,070 in private contributions.

Founded in January 1982, the Job Club offers about 50 students in two Alexandria junior high schools a chance to apply for odd jobs and temporary work referred to the Club by individuals and businesses in Alexandria.

Youth Services officials stress that the Job Club is a referral service only. The Club's faculty sponsors—one at each school—make the initial contact with a prospective employer, screen the job to ensure its' compliance with Virginia employment laws, and agree upon the rate of pay. They then notify Club members about the job opening. It is up to the youth to apply and interview for the job, arrange for transportation to and from work, and receive payment directly from the employer. The sponsors do not provide on-the-job supervision, although they usually visit the job site to evaluate the student's performance. In addition, a Job Club member must take an evaluation card to each of his or her employers, which asks questions about the student's appearance, efficiency, courteousness, and timeliness.

Any 13- to 15-year-old student may apply for Job Club (family income is not considered) by filling out an application form that calls for three character references and a parent's or guardian's signature. Students who are accepted into the Club must then attend the training and orientation sessions, which are usually held once a week after school. At the sessions, the young people learn about the local job market, how to search for a job, how to fill out application forms and be interviewed, and about employee responsibilities, with an emphasis on the employer's point of view. Frequently, there are guest speakers from business and community organizations. The students have even conducted a survey to determine what the going wages are for various jobs.

After a Club sponsor judges that a member has completed the orientation and training successfully, the youngster is eligible to receive job referrals.

By September 1982, the Club had handled nearly 300 jobs for Alexandria businesses and residences. The Alexandria City Council approved almost $4,000 for city agencies to hire Job Club members for odd jobs during the summer. In addition, private donations have made it possible for Job Club members to work for nonprofit organizations, such as the Mental Health Association, the Red Cross, and the Olympic Boys' and Girls' Clubs.

As in all things, there have been some problems, like learning to cope with Virginia's labor laws (e.g., a 13-year-old cannot operate a power lawn mower). And there was the two-sentence parent permission form that became a two-*page* form once the school and city attorneys had finished with it. In addition, the Club sponsors have had to deal with the fact that there are not enough jobs available in the winter when the weather is bad, and too many jobs in the spring and summer when the youngsters also want to be free to play. Finally, the sponsors have learned that they have to screen jobs carefully to ensure that the youth are not taken advantage of, for instance, by very low pay for hard, menial labor.

In large part, enthusiastic cooperation among the schools, local businesses, and the community is responsible for the success of the program thus far. In addition—as in every successful after-school program—concerned and committed adults have played a crucial role. The two faculty sponsors from the schools have been especially instrumental in getting the program off to a good start. They are keenly aware of young adolescents' need to explore their interests and test their abilities in broader arenas. They are also aware of young adolescents' need for structure and clear limits while they are learning more about themselves and their communities. The value of the practical skills and self-knowledge the young people acquire is perhaps best summarized by one wise student: "I used to be lazy sometimes, but I realized you don't get anywhere in life by being lazy." *(July 1983)*

AVONDALE EXTENDED DAY PROGRAM

Avondale Community School
4000 8th Court South
Birmingham, AL 35222
(205) 592-6547

No. 23

- ___ arts
- ___ academic enrichment
- √ after-school day care
- √ community service
- √ career education/jobs
- ___ counseling
- √ recreation
- ___ religious education

Contact persons: Catherine G. Browne, Program Director, and Mary C. Atkeson, Community School Coordinator.

Program's mission: "To provide a happy, enriching atmosphere for children between the hours of 2:30 and 6:00. . . to provide as nearly as possible those experiences the children would have if they were at home during the afternoon with their parents, as well as challenging experiences that are both instructive and pleasurable for the child."

It is not accidental that one of the parents whose son was a Youth Helper in the Avondale summer school program fought his transfer to another school on the sole basis that the transfer would prevent his participation in the Youth Helper program. The program offers seventh and eighth graders a constructive arena for exercising leadership and gaining adult recognition for their efforts. According to this parent, her son is a changed person.

Avondale Community School is one of 14 community schools sponsored by the Birmingham Board of Education. Among other services, adults' and children's classes, Avondale offers an extended day program where over 80 children ages 5 to 12 may stay in a supervised enrichment program from 2:30 to 6:00 P.M. In addition, Avondale runs a summer school program for around 100, 5- to 15-year-olds, 7:00 A.M. to 6:00 P.M., Monday through Friday.

The Youth Helper program evolved in a time of declining participation by the early adolescent age group in the extended day program (if forced to choose, in hard economic times, parents pay for younger children's after-school care). When the National Commission on Resources for Youth asked Avondale to be one of eight demonstration sites for an early adolescent youth participation project, the request meshed perfectly with staff concern that too many youngsters they knew were totally on their own after school.

Youth Helpers work with the younger children in the extended day program. Sometimes they tutor or play games. They also devise their own program: 13-year-olds teach aerobic dancing and others have helped children build a large model airplane or have conducted a dramatic production.

Potential helpers find out about the program through fliers distributed at local schools and by word of mouth. They must apply, get two letters of reference, and be interviewed. "Graduates" of the extended day program get first preference in the selection process. So do youngsters with good grades and personal poise, since the program's staff members feel strongly that Youth Helpers are role models for the younger children.

Like employees, Youth Helpers fill out time sheets and are expected to call in when sick. Each of them is asked to design a program for the younger children and to execute it under the supervision of an adult staff member. They have planning meeting times of their own—and fun times scheduled in. Youth Helpers are community service volunteers. They receive $1 an hour, not as salary but as a "thank you" from the program. Many volunteers work long beyond their allotted hours in the summer, helping get children in and out of swimsuits, fetching them when their parents arrive after work, and helping teachers with supervision on the playground.

By involving young adolescents in working with younger children, the Youth Helper program is appealing to the responsibility and dependability of an age group eager to take pride in and be recognized for its accomplishments. This simple, highly replicable program is witness to the fact that young adolescents not only need after-school supervision, they can also give it and be resources to their communities.

(May 1983)

CAROLE ROBERTSON CENTER FOR LEARNING

2020 West Roosevelt Road
Chicago, IL 60608
(312) 243-7300

No. 24

- ✓ arts
- ✓ academic enrichment
- ✓ after-school day care
- ✓ community service
- ___ career education/jobs
- ___ counseling
- ✓ recreation
- ___ religious education

Contact person: Maria Whelan, Director.

Program's mission: To provide a safe, comfortable, stimulating environment for children in the out-of-school hours; to provide educational experiences, including how to make decisions and how to become responsible members of a diverse community, and to serve as a responsive vehicle for parent interests and family activities.

Its name implies that the purpose of the Carole Robertson Center for Learning is academic enrichment. Its funding and state license call it a day-care program. In fact, CRC's program includes day care, academic enrichment, recreation, arts and crafts, classes for parents, and social service and health care referrals. CRC serves school-aged children up to the age of 14 in a tenement-filled neighborhood on Chicago's near west side.

CRC is named in memory of a young adolescent who was killed in the 1963 bombing of the Sixteenth Street Baptist Church in Birmingham, Ala. Founded as a statement against the violence that caused Carole Robertson's death, CRC is dedicated to creating a safe, wholesome, urban environment for children and young adolescents. CRC's waiting list of 300 reflects the need for more such programs in a neighborhood that offers few opportunities for children to spend their out-of-school hours productively.

During the school year, children go directly to CRC from school; in summers and on days that schools are closed, they spend the entire working day there. Activities range from spending time with their age-mates to working with children of all ages who share their specific interests, such as basketball, gardening, dance, or puppetry.

Director Maria Whelan believes strongly that CRC is a "parents' program too." Thus, the corporate board that governs CRC is 60% parents; the other 40%—elected by the parent members—represent business and community. CRC advocates on behalf of families with the local schools, it has assisted parents in organizing discussion and activity groups, and it has become a forum for community concerns.

CRC is perhaps most remarkable for its willingness to serve children long after they have reached the cut-off age (10 years old) of most other day-care centers. Furthermore, Whelan and her staff members have been very successful at accomplishing this task, proving that day-care centers can effectively program for both young children *and* young adolescents.

Currently, about 80 children ranging in age from 5 to 15 years attend CRC; almost 50% of them are over the age of 10. The usual cutoff limit for CRC is gradua-

tion from the eighth grade, although Whelan says she makes occasional exceptions for youngsters with "very special needs."

CRC has served young adolescents since it opened in 1974. However, there was no specific mandate to include young adolescents in the program; rather, it was the result of a need expressed by the young people themselves. "One day a young man showed up who looked like he was 21," says Whelan. "I sent him over to the high school, but he kept coming back, insisting that he wanted day care. We took him in—he was actually in the eighth grade—and soon a lot of eighth-grade boys, *big*, boys showed up. We accepted them because we didn't see any reason not to."

Once the older youth started coming on a regular basis, Whelan and her staff members found they faced a number of ongoing challenges that were quite different from the ones presented to them by the younger children. For example, program activities needed to be more "grown up" and varied to meet young adolescents' changing needs and interests. Staff members also have developed special interest courses on topics such as sexuality or drug abuse prevention.

In addition, CRC staff members recognize that the young adolescent participants needed opportunities to achieve and to test their competence. Therefore, Whelan hires student "staff members" who participate in regular activities, but who also have special responsibilities to help out in a classroom, for example, or serve during meals. Further, each year two of the older participants—along with two staff members and two parent representatives—sit on CRC's personnel review board, which is responsible for hiring and firing all personnel.

Whelan also encourages the young people to participate in their community. For instance, recently a group of CRC participants wrote and submitted a proposal to a local development organization to fund a $500 playground refurbishment project—the group received the funding and refurbished the playground themselves.

Although some program activities are—and should be—different for young adolescents than for the younger children, Whelan stresses that all the youth are considered part of the entire program. "The older kids think some of the Center activities are babyish, such as the annual trip to the zoo. Nonetheless, they are still expected to go with everyone else and to act right."

In addition, Whelan believes age-appropriate activities alone will not ensure a successful program for young adolescents. "The key to serving young adolescents is first getting them hooked and then committed to the program." The way to accomplish this, she adds, is through wise staffing. "The central thing to keeping young teens interested in the program is staff. You need a different kind of person for young adolescents than for young children, someone who is willing to develop strong relationships and to talk about things like sex and growing up. You also need someone who is willing to give young adolescents some freedom to direct their own activities."

The average tenure for CRC staff members is six to seven years, and most of them live in the surrounding neighborhood. Thus, they know both the participants and their families, something which Whelan believes is important, "especially for the young adolescent males."

"I personally find the young adolescents more interesting to serve than the children," says Whelan. "Their interests are more diverse and the things they are interested in—music, theater, sports, creative writing—are more challenging. It is also an exciting age group because they are beginning to form opinions and to express themselves. It makes for a fun atmosphere and you hear wonderful gossip!"

Participants do not "graduate" from the program willingly. Says Whelan: "We have to toss them out after they are 14 or 15. We hate to do it, but we also know that we have to let some of the young kids grow into leadership positions, which they can-

not do as long as we have much older kids in the program." However, to maintain contact with these older teenagers, the CRC staff encourages them to drop in on Friday afternoon when CRC holds open visiting hours. About 20 to 30 youth return to CRC every week, and Whelan estimates staff members are in contact with at least 80% of the graduated participants.

Mixing the two age groups appears to have a positive impact on all the participants. Says Whelan: "We are at the point now where some of the kids have actually grown up in the program, starting in kindergarten and continuing through the eighth grade. The young adolescents have developed ongoing relationships with the younger children, serving as older sibling figures, which teaches them a lot about responsibility. The younger kids see the young adolescents as 'leaders' at one end of a continuum, and they look forward to moving up the ladder and assuming leadership roles themselves some day."

CRC remains steadfastly committed to serving young adolescents. "Unfortunately," says Whelan, "young adolescents are the group that is usually dropped because of the belief that they can 'take care of themselves'." CRC staff members and the parents of the children being served strongly disagree. In fact, in face of recent budget cutbacks, the CRC board voted that maintaining services to young adolescents should be top priority. One young participant, Martin Lovett, age 13, agrees with this sentiment:

> I've been going here for five years. It's been fine so far. Sometimes they make us do stuff we don't want to but it's for our own good. We do some nice things here. We go on exciting and educational trips. And it keeps me out of trouble and it keeps me off the streets....If [the Center] closed...there would be nothing to do.

(June 1983)

Appendix

Protocol for Site Observation

The Center for Early Adolescence has developed a set of criteria to select and document after-school programs for young adolescents. Many of the criteria are negotiable; that is, under ideal circumstances, they should be met—but circumstances are rarely ideal. Other criteria are non-negotiable; programs that do not meet these minimum standards are not considered for documentation.

The non-negotiable criteria mandate that a program must be safe, supervised, clean, and caring; have a clearly defined mission; be responsive to its local community; and meet at least four key developmental needs of young adolescents (two of which must be "structure and clear limits" and "positive interaction with peers and adults"). Further, the program must meet at least once weekly during the school year or be locally based and accessible during vacations.

Both the negotiable and the non-negotiable criteria are incorporated into the following site visit protocol.

* * *

Name of program: _____

Address: _____

_____

_____

Telephone: _____

Contact person: (Name) _____

(Title) _____

Sponsoring agency or institutional affiliation: _____

_____

I. Program Focus (check all that describe program's *primary* focus):

- ☐ Arts
- ☐ Academic Enrichment
- ☐ After-School Day Care
- ☐ Community Service
- ☐ Career Education/Jobs
- ☐ Counseling
- ☐ Recreation
- ☐ Religious Education

II. Program's Mission

A. What is the mission of the program?

B. Is this mission mandated by statute or bylaws? ☐ yes ☐ no
If yes, has the program's actual mission changed over the years? ☐ yes ☐ no. How?

C. Where is the mission statement found in the program materials?

D. Is the mission well known to staff members and program participants? ☐ yes ☐ no

III. Program Content

A. How does the program respond to the following developmental needs of young adolescents? (Give examples of activities seen and staff attitudes toward the age group.)

1. *Diversity:*

2. *Self-exploration and self-definition:*

3. *Meaningful participation in the community and program:*

4. *Positive social interaction with peers and adults:*

5. *Physical activity:*

6. *Competence and achievement:*

7. *Structure and clear limits:*

8. *Creativity:*

9. *Fun:*

B. How is the program responsive to the unique needs of its own clientele (e.g., inner-city, rural, racially heterogeneous, bilingual)?

C. How is the program responsive to parents' needs or preferences?

IV. Program Format

A. Are participants grouped according to ☐ age ☐ skills ☐ interests? Explain.

B. When is the program open to participants? (Indicate days and hours.)

C. What is the program's daily schedule? (If possible, attach a copy of the program's printed schedule for participants.)

V. Physical Plant

A. Where is the program housed?

B. Describe the physical plant (e.g., square footage, facilities available, how decorated).

C. Are the meeting rooms, hallways, work rooms, play areas, and outdoor surroundings clean, well maintained, and safe for participants and staff? ☐ yes ☐ no

D. Is the program's location easily and safely accessible to participant's homes? ☐ yes ☐ no. To their schools (if they come directly from school)? ☐ yes ☐ no. How do they get to the program and then back home?

VI. Background and History of the Program

A. How long has the program been in existence? _____

B. Why and how was it established?

C. What are the sources of funding for the program?

D. How many youth are being served by this program now? _____ In the past? _____ If there is a sizable difference, explain.

E. Describe the internal organizational structure of the program. (Include an organizational chart, if available.)

F. Explain the external governance of the program and the program's relationship with local, state, or national supervisory agencies or organizations.

G. Does this program overlap with other programs in the community? ☐ yes ☐ no. How?

VII. Community and Clientele Information

A. What is the age range of the participants? _____

B. How many or what percentage of the participants are 10- to 15-year-olds? _____

C. Describe the socioeconomic status of the clientele and of the area in which the program is located.

D. What is and has been the role of parents in the program's development and continuation?

E. What is and has been the role of the participants in the program's development and continuation?

VIII. Staff Information

A. How many people are on the program staff?

_____ paid full-time employees

_____ paid part-time employees

_____ volunteers

_____ interns

B. Describe the staff members, their backgrounds, and their longevity in the program.

C. What in-service training has been given staff members? How do they characterize its value?

D. Explain why the following descriptions do or do not describe the staff members.

1. *Mature adults who are comfortable with young people.*

2. *Willing to talk with young people honestly, discreetly, and maturely about sensitive topics (e.g., sex, family difficulties, etc.).*

3. *Admirable role models.*

4. *Politically astute within the neighborhood and community.*

E. Describe the program director's relationship with participants, parents, staff, and community.

F. What activities do staff members find to be effective with young adolescents?

G. What activities, in their opinions, do not work with the age group?

IX. Program Outcomes (Results)

A. Are specific outcomes mandated by the funding source(s)? ☐ yes ☐ no. If yes, what are they?

B. How are outcomes measured?

C. What are the measurable outcomes? (Cite numbers or statistics that show results.)

D. What are the nonmeasurable outcomes?

X. Impressions

A. What is the "happiness" quotient? Do staff members, participants, parents, and others in the community appear happy with the program? Is it well known and liked? Explain.

B. Anecdotal information.

How to Use This Book

To help youth workers and directors of youth-serving organizations better serve the young adolescents in their programs, *3:00 to 6:00 P.M.: Programs for Young Adolescents* offers a wealth of ideas about program activities, administration, fund raising, public relations, in-service training, facilities, program evaluation, and staffing. Below is a guide to finding these ideas quickly and easily. Used creatively, this book can be a valuable tool for program planning and improvement.

* * *

Indices. All program descriptions are indexed by name, geographic location, types of sponsoring agency and funding source, program site, and by the types of activities the program offers. In addition, a "Programs at a Glance" index summarizes the information indexed in these categories. *Please note:* Some programs are so complex that it is not feasible to describe them in minute detail. They may, therefore, have some activities that are mentioned in the index, but not in the program description.

Two types of program descriptions. Because professionals who work with youth have varying information needs, some programs are described in a manner that reflects their diversity and complexity, while others are described in a way that highlights specific lessons to be learned. The first 14 descriptions take time to read, but they offer a comprehensive picture of how organizations implement their programs. The last 10 brief descriptions offer a different kind of reading experience—they zero in on a potpourri of proven programming ideas.

Cover sheets and margin annotations. Each of the first 14 program descriptions has a cover sheet that summarizes important facts and figures. The checklist in the upper, right-hand corner of the cover sheet is a general guide to the types of activities emphasized in the program (e.g., "arts"). Like the indices, a checklist might indicate a program emphasizes a type of activity that is not actually mentioned in the description. (The brief descriptions have checklists but do not have cover sheets.) The "Of Special Interest" section on each cover sheet indicates some of the valuable lessons that can be learned from the program. The large headlines within the text serve the same function. The margin annotations indicate where in the text there is information on topics such as "staff" or "funding." Finally, the date in the lower, left-hand corner of the cover sheet and at the end of each brief description indicates when the description was last checked for accuracy. Because effective programs are in a continuous state of evolution, particular facts will not remain constant over the years. However, the vision, the sense of mission, and the specific lessons to be learned will always be of value.

Introduction

3:00 to 6:00 P.M.: Programs for Young Adolescents

Q: "What are some of the things that worry you most about your child between the time school is over and 6:00 P.M.?"

A: "Making sure he has enough things to do to keep him busy and out of trouble."

"I need to know where he is and with whom. My main concern is the possibility of his having an accident or being picked up by someone."

"She doesn't have anything to do. She's bored, except for watching T.V."

In the fall of 1982, the Center for Early Adolescence polled parents of 10- to 15-year-olds to learn about their worries and preferences regarding their children's activities in the after-school hours. The parents whose voices ring through the answer sheets are black, white, Hispanic, female, male, urban, rural, and suburban. They worry about their young adolescent daughters' and sons' physical safety. They are concerned about their children's social and intellectual well-being. Few parents answered—as did one mother—"My child is cared for by Grandmother. I have no worries." More frequently, parents' worries emerged.

In response to our question, "Are there any activities or facilities that you would especially like to have in your community that are not available now?" parents told us: "Some kind of center where kids can go and play games and make things" and "More activities in a school or community center with adult supervision." Or, as one mother wrote, "Some families cannot afford private clubs or classes for their children. I feel that if more community activities were offered for *all* children, there would be less trouble with our youth."

These voices must be heeded. In particular, it would serve youth workers well to hear the message behind these worries. Parents of 10- to 15-year-olds are worrying alone and in relative silence. They do not know yet how numerous they are or how common their fears are. For youth workers, parents present a hidden but potentially powerful clientele, a silent majority that may well grow in influence during this decade, one that can be tapped for program definition and support.

What are young adolescents doing after school? At the Center for Early Adolescence we call this the 3:00 to 6:00 P.M. issue, shorthand for those many hours when school is out and adults are at work, whether between 3:00 and 6:00 P.M., at night, or during school vacations.

In most single-parent families and in growing numbers of dual-parent families, parents must work and cannot be home after school. Thus, increasingly, young adolescents are spending the after-school hours unsupervised and uninvolved in their communities at a time in their lives typically characterized by high energy, a striving for self-definition, and a need to prove their personal competence in a variety of areas.

Most adults agree that children in primary grades need after-school supervision. However, families and communities are less certain about the after-school needs of young adolescents. The variable rates of physical, intellectual, and emotional growth experienced by young adolescents preclude simple and uniform solutions. Some 10- to

15-year-olds feel proud and competent that they are trusted to take care of themselves while their parents are at work. Others are uneasy, frightened, or angry because of constant overdoses of freedom and responsibility.

Young adolescents are noted for their vulnerability to the negative influences of their environment, their peers, and adults. Consider the following alarming statistics:

- girls under 15 are the only group of women in this country for whom the birth rate is not declining,
- seventh-grade boys in junior high schools are the most victimized students in our schools,
- 20% to 30% of eighth graders drink excessively,
- heavy drinkers among older adolescents report initiation to alcohol at age 12.

But young people are also vulnerable to positive influences, and, in particular, look to adults as role models and sources of affection and guidance. Environments that offer realistic expectations of youth, caring relationships with adults, and diverse opportunities for constructive and enjoyable activities with peers will increase youths' vulnerability to the best in themselves, their peers, and adults.

In the pages that follow, high-quality after-school programs that appeal to the best in young adolescents are described in detail. They help us all to think creatively and concretely about the diverse ways in which responsible adults can promote the healthy development of our young. Communities across the country can take pride in supporting the vision and energy of the people who have established these programs. They should take every opportunity to applaud the continuing commitment of those who, day after day, open their programs' doors to their neighborhoods' youth. There is much to be proud of and to learn from in these after-school programs that follow through on our stated commitment to establish a society that cares about its young members as individuals, as members of families, and as members of communities.

And yet we must bear in mind that these programs are exceptional, not because they cannot be replicated but because they are rare. While parents worry about care for their children from 3:00 to 6:00 P.M., many have no alternative but to do what this suburban mother does: "I feel I can trust [my son] to stay inside and do his work until one of us gets home. He knows to let *no one* in the house and he can't [go] out of the yard."

Economic Constraints Exacerbate Need for Quality After-School Programs

Parents often feel guilty when they leave their young adolescent children unsupervised after school and during vacations. Parents must deal, however, with the realities of hard, cold facts. In 1980 to 1981, 7 out of every 10 additions to the labor force were female. In 1981, 60% of "women family householders" were labor force participants, up 53% from 10 years earlier. There were 25.6 million more dual-earner, married-couple families in 1981, up 25% from 1971. When we compare these statistics with those of the 1940s, we see a social revolution in the making. In 1946, for instance, only 18% of mothers worked.*

*U.S. Bureau of Labor Statistics. *Employment in Perspective: Working Women.* Report 663. Washington, D.C.: Government Printing Office, 1981.

Behind these aggregate statistics are individual families trying to make ends meet in a troubled economy, worried about child care (an issue that does not go away as children grow older), and in need of low-cost, supervised, and diverse after-school activities in their communities. Happily, young adolescents have shown us, by electing to attend the programs described here, that they value quality after-school programming. And service providers have shown us that, in diverse communities and with different funding bases, quality programs can be established for 10- to 15-year-olds from 3:00 to 6:00 P.M.

Concern about after-school care for young adolescents will increase as the numbers of working mothers increase. The pressures on communities to provide after-school care and the sheer numbers of unsupervised young teenagers will intensify public apprehension and lead to calls for greater social control of the young. At the same time, opportunities for enriching experiences during formative years should not be tied solely to labor force and social control issues. Parents cannot and should not be their children's sole source of information or companionship. The after-school hours and vacation periods offer communities a golden opportunity to supplement families in molding young people's passage from the dependency of childhood to the relative independence of adulthood. Approached from this perspective, the after-school programs presented here are institutions imbedded in the American tradition of child-rearing, helping to recreate the coherence between family and community that has been the purpose of youth-serving organizations since the turn of the century.

Good Programs Meet Diverse Needs of Young Adolescents

Young adolescents present what often seem insurmountable challenges to professionals and volunteers who work with them. They grow and change at different and unpredictable rates; their interests change, sometimes from day to day; they are both deeply dependent on and resentful of adult authority; their physical, social, emotional, and intellectual needs are numerous and often contradictory.

Nonetheless, we can point to organized programs for 10- to 15-year-olds that are highly successful in working with this age group. By organized programs, we refer to purposeful, structured activities that are supervised by adults and administered by a public or private agency or formal organization.* Staff members from the Center for Early Adolescence have contacted and visited numerous organized programs, some of which are described in this catalogue, observing ways in which the programs respond to key developmental needs of 10- to 15-year-olds. Kerewsky and Lefstein have summarized these needs, based on the Center's *Middle Grades Assessment Program:***

(1) *Diversity.* Because young adolescents are growing and changing at varying rates, what is an appropriate activity for one young person may be wholly inappropriate for another. As a result, adults who work with this age group need to provide a wide variety of experiences: volunteer opportunities, recreation, academic enrichment, child care—the possibilities are endless.

(2) *Self-exploration and definition.* Rapidly changing bodies and minds require time to absorb new ways of thinking, new mirrored reflections, and new reactions from others. To accommodate the new selves that they are becoming, young

*Elliott A. Medrich, Judith A. Roizen, Victor Rubin, and Stuart Buckley. *The Serious Business of Growing Up: A Study of Children's Lives Outside School.* Berkeley, Calif.: Univ. of California Press, 1982, p. 158.

**Gayle Dorman. *The Middle Grades Assessment Program: User's Manual.* Carrboro, N.C.: Center for Early Adolescence, 1981.

adolescents need chances to consider themselves and their relationships. They need time to find a friend and share a secret, or to have a good talk with an adult. They also need time to comprehend what lies beyond the rather narrow boundaries of childhood, outside the family, school, and immediate neighborhood. Adults can respond to the need for self-exploration by providing varied opportunities for young people to see themselves in relation to their expanding world. . . . Museums, [churches, libraries, youth groups] . . . many places adults take for granted can offer young teenagers a new window on life.

(3) *Meaningful participation.* Young adolescents need to participate in the activities that shape their lives. As they develop a mature appearance and more sophisticated social and intellectual skills, they want opportunities to use their new talents. And by learning that their actions can affect the world around them, and that they can live up to expectations, they gain a sense of responsibility. Many young people find ways on their own to demonstrate their ability to take responsibility seriously and their desire to serve others: the nation's babysitters and hospital candystripers, for instance, are primarily young adolescents. But in general young adolescents' need for meaningful participation—and their capabilities—have been underestimated. . . . Adults can help young adolescents . . . by offering them responsibilities commensurate with their experience and skill. Professionals who enjoy this age group have found that activities are planned *with,* not *for,* young adolescents. They have learned to adapt responsibilities to the short-term attention span characteristic of early adolescence, and yet to select varied tasks that enlist diverse interests and abilities.

(4) *Positive interaction with peers and adults.* Young adolescents' parents and families remain of primary importance in setting values and giving affection. Their peers offer needed support and criticism. In addition, other adults, from the best-loved teacher or television star to the neighbor or corner shopkeeper, all have an effect on the lives of these young people, who are so eager to understand the possibilities of adulthood. Adults who work well with young adolescents find that this opportunity to help shape the next generation through deed and example is invigorating. They are willing to share their own experiences with young people who are themselves searching and reflecting upon the meaning of experience. They are not intimidated by questions or challenges from an age group that is learning to test ideas and think hypothetically, nor do they hesitate to admit that they do not have all the answers. Adults who enjoy working with young adolescents also understand and encourage them to develop positive relationships with peers, giving them time to work in groups, pairs, or teams to accomplish a definite goal.

(5) *Physical activity.* Young adolescents' spurts of boundless energy are as well known as their periods of dreamy lethargy. They need time to stretch, wiggle, and exercise rapidly growing bodies; they also need time to relax and adjust to the vicissitudes of growth. Children at this age need the opportunity to move when their muscles and minds crave motion. When the slack periods come, they also need time to read or reflect. Adults who work with young adolescents need to remember the diversity in strength, dexterity, and size of this age group. . . . Ball games, intramural activities, a run around the block, or organized sports may all be necessary to meet the needs of different individuals.

(6) *Competence and achievement.* Because young people experience extraordinary self-consciousness about their own new selves and the attitudes of others toward them, it is easy to understand their overwhelming desire to do something well and to receive admiration for achievement. Every community has many ways for its adults to prove their competence; the same spirit of opportunity should be extended to young people too. Those who work with young adolescents can help them adjust to changing self-esteem and self-doubt by providing activities that are geared to success within their limits. Young people hunger for chances to prove themselves, especially in ways that are rewarding if all goes well and are

Indices

The numbers listed in the following indices refer to the numbers assigned to program descriptions, not to page numbers.

Please note: Some programs are so complex that it was not feasible to describe them in great detail. However, all programs were checked for all index categories listed below. Thus, the following indices might list a program, even though the index category is not mentioned in the program description.

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Funding Source

Federal: 6, 15, 16, 24
Fees: 1, 2, 3, 4, 5, 6, 7, 9, 10, 12, 13, 14, 15, 19, 20, 23, 24
Fund-Raising Activities: 2, 6, 10, 11, 12, 20
Local: 2, 3, 5, 8, 10, 11, 12, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23
Private Donors: 1, 4, 6, 7, 10, 11, 13, 14, 15, 20, 22
Private Foundations: 2, 3, 5, 6, 11, 12, 14, 21
State: 2, 6, 11, 12, 14, 21, 24

Geographic Location

Alabama: 23
California: 15, 19, 21
Georgia: 20
Illinois: 24
Iowa: 12
Kansas: 5
Maryland: 13
Massachusetts: 3
New York: 6, 8, 11, 14
North Carolina: 9
Ohio: 10
Oregon: 1
Pennsylvania: 7
South Dakota: 2
Tennessee: 16
Virginia: 4, 18, 22
Washington: 17

Sponsoring Agency

Library: 8
Museum: 3, 15
National Organization: 2, 10, 20
Public School: 5, 17, 22, 23
Recreation Department: 18, 19
Religious Institution: 1, 4, 7, 9, 13
Social Service Agency: 6, 12, 17, 24
Other: 11, 14, 16, 21, 22

Program Site

Church/Synagogue: 1, 7, 11, 13, 20
Community Center: 18, 19
Library: 8
School: 4, 5, 9, 14, 16, 17, 19, 20, 22, 23
Separate Facility: 2, 10, 21
Other: 3, 6, 12, 14, 15, 20, 24

Types of Activities Offered by Programs

Academic Enrichment: 2, 3, 5, 6, 7, 8, 9, 10, 11, 14, 15, 16, 20, 24
After-School Day Care: 2, 5, 6, 9, 11, 16, 23, 24
Art: 1, 2, 4, 5, 6, 8, 9, 10, 11, 12, 13, 14, 16, 17, 18, 19, 20, 21, 23, 24
Athletics: 1, 2, 5, 6, 7, 8, 9, 10, 11, 13, 14, 17, 18, 19, 20, 21, 23, 24
Career Education: 2, 5, 6, 14, 16, 20, 21, 22
Child Care/Babysitting (teaching young adolescents how to care for young children): 2, 5, 9, 11
Communication Skills: 2
Community Service: 4, 5, 7, 10, 11, 12, 13, 19, 20, 23, 24
Computers: 8
Cooking Instruction: 1, 2, 5, 6, 9, 11, 14, 17, 18, 19
Counseling: 2, 6, 10, 11, 12, 14, 16, 19, 21
Cultural Enrichment (attending concerts, theater productions; visiting museums; etc.): 3, 8, 11, 14, 19, 20, 24
Dance: 2, 4, 5, 7, 8, 9, 11, 14, 17, 18, 20, 23, 24
Decision Making: 2, 6
Delinquency Prevention: 2, 14, 19
Drug Abuse Prevention: 2, 12, 24
Filmmaking: 12
First Aid: 2
Grooming: 2, 9
Group Skills (teaching young adolescents how to function in groups): 2
Gymnastics: 2, 6, 21, 23
Health: 2, 9, 10, 14
Hotlines: 2
Jobs: 5, 12, 13, 14, 19, 21, 22, 23
Life Skills (skills that enable young adolescents to manage their own life, including handling emergencies, using public transportation, etc.): 2, 3, 5, 20
Music: 1, 5, 6, 7, 8, 9, 11, 12, 13, 16, 21, 24
Nutrition: 2, 6, 10, 11
Parenthood Education (teaching young people how to be effective parents): 2
Photography: 1, 4, 6, 12, 14, 16
Recreation: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 16, 17, 18, 19, 20, 21, 23, 24
Religious Education: 1, 7, 13
Roller-Skating: 4
Science: 15, 20
Sewing: 2, 6, 9, 16, 21
Sex Education: 2, 13, 14, 16, 18, 21, 24
Sign Language: 6
Status Offenders (a status offense is an act for which an adult cannot be arrested; e.g., running away, truancy, incorrigibleness): 2, 14
Swimming: 6, 10, 11, 19
Theater Arts: 4, 5, 6, 8, 9, 10, 11, 13, 14, 24
Television (video): 8, 12
Values Clarification: 2, 12, 13
Youth Participation (i.e., young adolescents play a significant role in the planning and implementation of the program): 2, 4, 7, 8, 9, 11, 12, 13, 23, 24

Programs at a Glance

1. Kenton Presbyterian Church

Location:	Oregon
Sponsoring Agency:	Religious Institution
Funding Sources:	Fees Private Donors
Program Site:	Church
Program Activities:	Art Athletics Cooking Instruction Music Photography Recreation Religious Education

2. Girls Club of Rapid City

Location:	South Dakota
Sponsoring Agency:	National Organization
Funding Sources:	Fees Fund-Raising Activities Local Private Foundations State
Program Site:	Separate Facility
Program Activities:	
Academic Enrichment After School Day Care Art Athletics Career Education Child Care/Babysitting Communication Skills Cooking Instruction Counseling	Dance Decision Making Delinquency Prevention Drug Abuse Prevention First Aid Grooming Group Skills Gymnastics Health Hotlines
	Life Skills Nutrition Parenthood Education Recreation Sewing Sex Education Status Offenders Values Clarification Youth Participation

3. Detours

Location:	Massachusetts
Sponsoring Agency:	Museum
Funding Sources:	Fees Local Private Foundations
Program Sites:	Museum City of Boston
Program Activities:	Academic Enrichment Cultural Enrichment Life Skills Recreation

4. Community Recreation Program

Location:	Virginia
Sponsoring Agency:	Religious Institution
Funding Sources:	Fees Private Donors
Program Site:	School
Program Activities:	Art Community Service Dance Photography Recreation Roller-Skating Theater Arts Youth Participation

5. Derby Community Education

Location:	Kansas	
Sponsoring Agency:	Public School System	
Funding Sources:	Fees Local (Levy) Private Foundations	
Program Sites:	Schools	
Program Activities:	Academic Enrichment After-School Day Care Art Athletics Career Education Child Care/Babysitting Community Service	Cooking Instruction Dance Jobs Life Skills Music Recreation Theater Arts

6. Harbor School-Age Center

Location:	New York	
Sponsoring Agency:	Social Service Agency	
Funding Sources:	Federal Fees Fund-Raising Activities	Private Donors Private Foundations State
Program Site:	Rented Space	
Program Activities:	Academic Enrichment After-School Day Care Art Athletics Career Education Cooking Instruction Counseling Decision Making Gymnastics	Music Nutrition Photography Recreation Sewing Sign Language Swimming Theater Arts

7. Congregation Adath Jeshurun

Location:	Pennsylvania	
Sponsoring Agency:	Religious Institution	
Funding Sources:	Fees Private Donors	
Program Site:	Synagogue	
Program Activities:	Academic Enrichment Athletics Community Service Dance	Music Recreation Religious Education Youth Participation

8. Levels

Location:	New York	
Sponsoring Agency:	Library	
Funding Source:	Local	
Program Site:	Library	
Program Activities:	Academic Enrichment Art Athletics Computers Cultural Enrichment Dance	Music Recreation Theater Arts Television (Video) Youth Participation

9. Annunciation Before and After School Care Program

Location:	North Carolina
Sponsoring Agency:	Religious Institution
Funding Source:	Fees
Program Site:	School
Program Activities:	Academic Enrichment After-School Day Care Art Athletics Child Care/Babysitting Cooking Instruction Dance Grooming Health Music Recreation Sewing Theater Arts Youth Participation

10. Boys Club of Toledo

Location:	Ohio
Sponsoring Agency:	National Organization
Funding Sources:	Fees Fund-Raising Activities Local Private Donors
Program Site:	Separate Facility
Program Activities:	Academic Enrichment Art Athletics Community Service Counseling Health Nutrition Recreation Swimming Theater Arts

11. Joint Neighborhood Project, Inc.

Location:	New York
Sponsoring Agency:	Private Agency
Funding Sources:	Fund-Raising Activities Local Private Donors Private Foundations State
Program Site:	Church
Program Activities:	Academic Enrichment After-School Day Care Art Athletics Child Care/Babysitting Community Service Cooking Instruction Counseling Cultural Enrichment Dance Music Nutrition Recreation Swimming Theater Arts Youth Participation

12. The Upstairs

Location:	Iowa
Sponsoring Agency:	Social Service Agency
Funding Sources:	Fees Fund-Raising Activities Local Private Foundations State
Program Site:	Rented Space
Program Activities:	Art Community Service Counseling Drug Abuse Prevention Filmmaking Jobs Music Photography Recreation Television (Video) Values Clarification Youth Participation

13. St. Luke Youth Ministry

Location: Maryland

Sponsoring Agency: Religious Institution

Funding Sources: Fees
Private Donors

Program Site: Church

Program Activities: Art
Athletics
Community Service
Jobs
Music
Recreation
Religious Education
Sex Education
Values Clarification
Youth Participation

14. Rheedlen Foundation

Location: New York

Sponsoring Agency: Private Not-for-Profit Agency

Funding Sources: Fees
Local
Private Donors
Private Foundations
State

Program Sites: School
Rented Space

Program Activities: Academic Enrichment
Art
Athletics
Career Education
Cooking Instruction
Counseling
Cultural Enrichment
Dance
Delinquency Prevention
Health
Jobs
Photography
Recreation
Sex Education
Status Offenders
Theater Arts

15. Lawrence Hall of Science

Location: California

Sponsoring Agency: Museum

Funding Sources: Federal
Fees
Local
Private Donors

Program Site: Museum

Program Activities: Academic Enrichment
Science

16. OP-ACT, Inc. (Operation Action)

Location: Tennessee

Sponsoring Agency: Private Not-for-Profit Agency

Funding Sources: Federal
Local

Program Site: School

Program Activities: Academic Enrichment
After-School Day Care
Art
Career Education
Counseling
Music
Photography
Recreation
Sewing
Sex Education

17. Tacoma Community Schools Program

Location:	Washington	
Sponsoring Agencies:	Public School System Social Service Agency	
Funding Source:	Local	
Program Sites:	Schools	
Program Activities:	Art Athletics Cooking Instruction	Dance Recreation

18. Langston-Brown Recreation Center

Location:	Virginia	
Sponsoring Agency:	Recreation Department	
Funding Source:	Local	
Program Site:	Community Center	
Program Activities:	Art Athletics Cooking Instruction	Dance Recreation Sex Education

19. Youth Services Target Programs

Location:	California	
Sponsoring Agency:	Recreation Department	
Funding Sources:	Fees Local	
Program Sites:	Community Center Schools	
Program Activities:	Art Athletics Community Service Cooking Instruction Counseling Cultural Enichment	Delinquency Prevention Jobs Recreation Swimming

20. Athanta Council of Camp Fire

Location:	Georgia	
Sponsoring Agency:	National Organization	
Funding Sources:	Fund-Raising Activities Local Private Donors	
Program Sites:	Private Homes Schools Churches	
Program Activities:	Academic Enrichment Art Athletics Career Education Community Service Cultural Enrichment	Dance Life Skills Recreation Science

21. East Oakland Youth Development Center

Location: California

Sponsoring Agency: Private Foundation

Funding Sources: Local
Private Foundation
State

Program Site: Separate Facility

Program Activities: Art
Athletics
Career Education
Counseling
Gymnastics
Jobs
Music
Recreation
Sex Education
Sewing

22. Job Club

Location: Virginia

Sponsoring Agencies: Local Government
Public Schools

Funding Sources: Local
Private Donors

Program Site: School

Program Activities: Career Education
Jobs

23. Avondale Extended Day Program

Location: Alabama

Sponsoring Agency: Public School

Funding Sources: Fees
Local

Program Site: School

Program Activities: After-School Day Care
Art
Athletics
Community Service
Dance
Gymnastics
Jobs
Recreation
Youth Participation

24. Carole Robertson Center for Learning

Location: Illinois

Sponsoring Agency: Social Service Agency

Funding Sources: Federal
Fees
State

Program Site: Rented Facility

Program Activities: Academic Enrichment
After-School Day Care
Art
Community Service
Cultural Enrichment
Dance
Drug Abuse Prevention
Music
Recreation
Sex Education
Theater Arts
Youth Participation